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IDENTIFIERS	*College of the Canyons CA

ABSTRACT

The College of the Canyons in California has responded to recent growth in the institution and the community it serves by developing new programs and services, adding additional facilities, hiring new personnel, expanding in new directions and developing new initiatives. Enrollment at the college has increased from 6,882 in fall 1996 to 12,726 in fall 2001, an increase of 85%. It is expected to reach 20,000 by 2010. In 1990, 76% of students were white; in 2001, 69% were white. The increase in ethnic minorities is largely due to Pacific Islander and Latino population increases. More than 39% of the area's workers are employed in service occupations, compared with 34% in Los Angeles County. Ethnic minorities now represent 16.8% of faculty, compared with less than 6% in 1996. This document identifies 10 standards by which the college aims to abide: (1) institutional mission, which guides planning efforts; (2) institutional integrity; (3) institutional effectiveness; (4) educational programs; (5) student support and development; (6) information and learning resources; (7) faculty and staff; (8) physical resources; (9) financial resources; and (10) governance and administration. The report includes responses to previous accreditation team recommendations, detailed analyses of the ten standards, and a planning summary. (NB)

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ED 474 342

COLLEGE OF THE CANYONS

ACCREDITATION REPORT

2002

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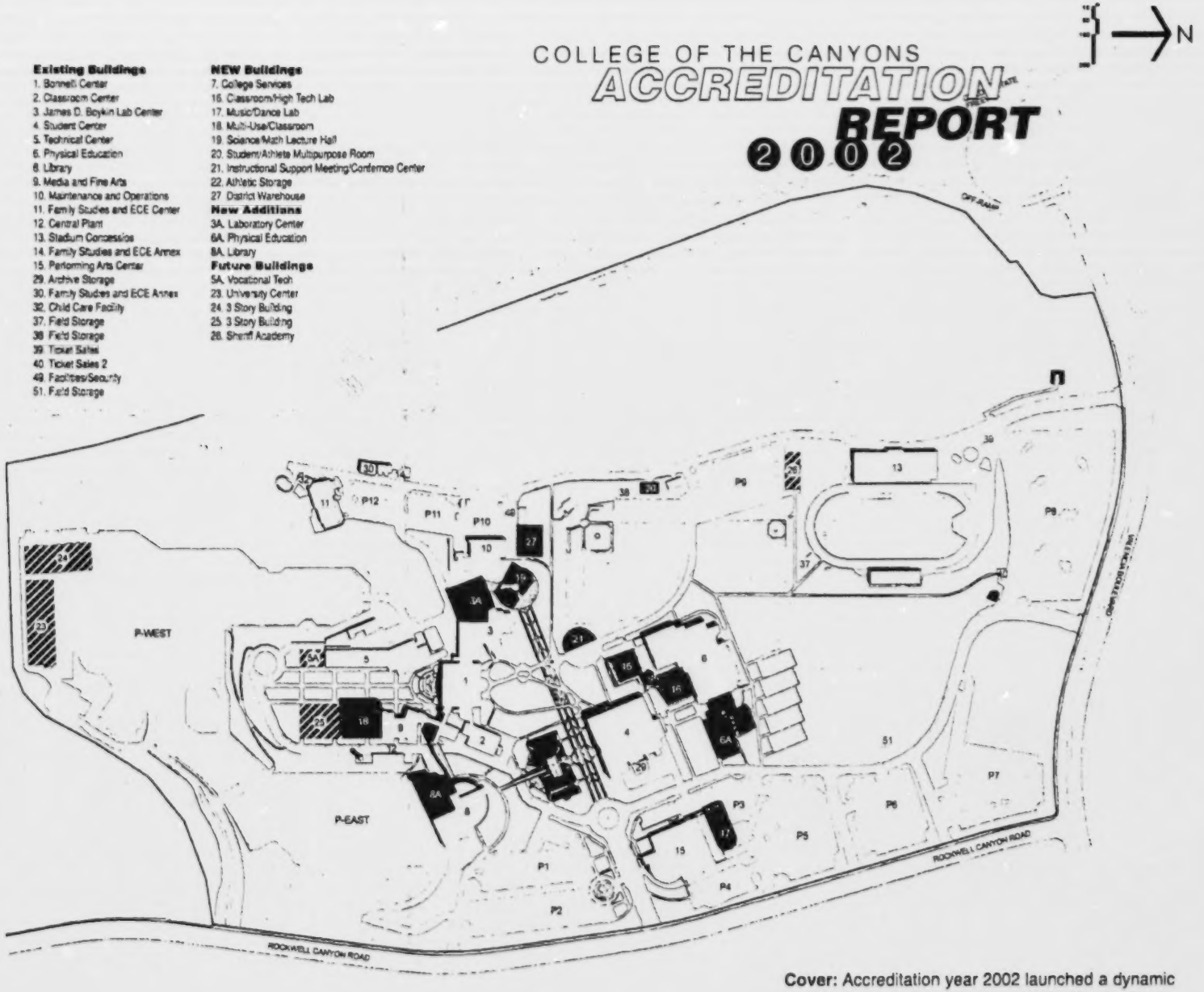
COLLEGE OF THE CANYONS
ACCREDITATION REPORT
2002

Existing Buildings
1. Bonnell Center
2. Classroom Center
3. James D. Boykin Lab Center
4. Student Center
5. Technical Center
6. Physical Education
8. Library
9. Media and Fine Arts
10. Maintenance and Operations
11. Family Studies and ECE Center
12. Central Plant
13. Stadium Concession
14. Family Studies and ECE Annex
15. Performing Arts Center
29. Archive Storage
30. Family Studies and ECE Annex
32. Child Care Facility
37. Field Storage
38. Field Storage
39. Ticket Sales
40. Ticket Sales 2
49. Facilities/Security
51. Field Storage

NEW Buildings
7. College Services
16. Classroom/High Tech Lab
17. Music/Dance Lab
18. Multi-Use/Classroom
19. Science/Math Lecture Hall
20. Student/Athlete Multipurpose Room
21. Instructional Support Meeting/Conference Center
22. Athletic Storage
27. District Warehouse

New Additions
3A. Laboratory Center
6A. Physical Education
8A. Library

Future Buildings
5A. Vocational Tech
23. University Center
24. 3 Story Building
25. 3 Story Building
26. Sheriff Academy



Cover: Accreditation year 2002 launched a dynamic period of planning and implementation for our future.

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APPLICATION FOR REAFFIRMATION OF ACCREDITATION

August 2002

Submitted in Support for Reaffirmation of Accreditation by
the Western Association of Schools and Colleges

Accrediting Commission
For Community and Junior Colleges

COLLEGE
OF
THE
CANYONS

26455
Rockwell
Canyon
Road
Santa Clarita
California
91355

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CERTIFICATION OF INSTITUTIONAL SELF STUDY

July 2002

TO: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

FROM: College of the Canyons
26455 Rockwell Canyon Road
Santa Clarita, California 91355

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of the institution.

Signed,

Dianne G. Van Hook, Ed.D.
Superintendent/President

Joan MacGregor
President, Board of Trustees

Philip L. Hartley, Ph.D, Assistant Superintendent/Vice President, Instruction and Student Services
Chair, Accreditation Steering Committee

Michael Dennody
President, Academic Senate

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Regina Hall, Chairperson
Classified Coordinating Council

Deborah Roberts
President, Associated Students (2002/2003)

Chris Acuna
President, Associated Students (2001/2002)

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Special Note: Some of the photographs on the following divider pages were taken by students and used in the college's calendar. These photographs have the title of the photograph and the student's name on them.

ABSTRACT OF THE REPORT

In the six years since the last Accreditation Team visit, College of the Canyons has undergone a period of unprecedented growth, as has the community it serves. The college has responded to this growth with new programs and services, additional facilities, new personnel, and new directions and initiatives. The college's commitment to strategic planning, coordination of program development with resource utilization, and assessment of quality and outcomes has been increased and refined. The results of these efforts are mirrored in the self study in each of the standards.

The following list of benchmarks is presented to create a better appreciation of the magnitude of the growth that has occurred in the past six years:

- Enrollment has increased from 6882 in Fall 1996 to 12,726 in Fall 2001, an increase of 85 percent.
- Enrollment is estimated to rise to over 20,000 by 2010.
- The number of full-time faculty members has gone from 69 in Fall 1996 to 162 in Fall 2001, an increase of 136 percent.
- The number of full-time staff members has gone from 154 in 1996 to 354 in Fall 2001, an increase of 130 percent.
- Grant dollars received have increased from $90,000 in 1994-95 to $1,757,238 in 2000-01, an increase of 1852 percent.
- The number of employers the college partnered with via the Center for Applied and Competitive Technology (CACT) increased from 5 in 1994-95 to 206 in 2000-01, a 4020 percent increase.
- Since 1996, the assignable square footage of facilities has expanded from 207,036 to 281,706.
- The number of students receiving a Board of Governors tuition waiver increased from 92 in 1990-91 to 1894 in 2000-01.
- The number of students concurrently enrolled in K-12 schools and the college has increased from 171 in Fall 1997 to 919 in Fall 2001, an increase of 437 percent.
- The college has made significant impacts on the local economy:
- An impact of $75 million on business volume in 2001-02 and projected to increase to nearly $90 million by 2004-05.
- An impact on FTE employment of over 2500 jobs in 1998-99, and a projected impact of 6500 local jobs by 2004-05.
- Unrestricted general fund revenue has increased from $21 million in 1996-97 to $40 million in 2000-01, a 90 percent increase.
- The number of students who transferred from the college increased to 761, significantly exceeding the Chancellor's Office goal of 708.
- The number of students transferring to UC and CSU has increased to 82 and 363, respectively. Both increases exceeded Chancellor's Office goals for the college.

ABSTRACT

STANDARD ONE:
Institutional Mission

In the past six years the college has reviewed and renewed its commitment to its Mission Statement. The Mission Statement undergoes a regular and thorough review every other year and is well integrated into the planning and development processes of the college. Institutional values guide our institutional efforts and use of resources.

The college has developed and utilizes a number of documents that describe and direct our planning efforts, including our Strategic Plan, Technology Plan, Decision-Making at College of the Canyons, and the Educational and Facilities Master Plan. Our Mission Statement and Statement of Values direct each of these documents. Planning is a core value for the college, and our Mission Statement continually guides our planning efforts.

STANDARD TWO:
Institutional Integrity

The college uses a wide variety of print and electronic media to provide accurate, up-to-date information about the college's programs, services, personnel, policies, and procedures. Redesign projects for the college's class schedules, catalog, and regular publications have been completed and have accomplished a higher level of currency and accuracy in all information provided to the public.

The shared commitment to the concept of academic freedom is evident in district policy and the Academic Senate's activities to foster discussion of the concept. A review of the college's statement on academic freedom is scheduled for the 2002-03 academic year.

The college has made major strides through the opportunity provided by a growing faculty and staff to increase the level of diversity and multiculturalism on campus. Workshops, programs, and activities have been successfully initiated to increase understanding of issues of equity and diversity. The college is awaiting new guidelines from the Chancellor's Office on necessary changes to the college's strategies for addressing the diversity of its faculty, staff, and students.

The college has significantly expanded its athletic programs since the last accreditation visit. The provisions of the Equity in Athletics Disclosure Act have informed this expansion, and the college annually completes a report on gender equity in its sports programs.

STANDARD THREE:
Institutional Effectiveness

Determining institutional effectiveness requires research and planning. The college continues to support and promote research, evaluation, and planning. The Office of Institutional Development and Technology conducts research and evaluations that have led to several primary-planning documents, such as the Educational and Facilities Master Plan, the Strategic Plan, and the Technology Plan. This self study would not have been possible without the surveys of faculty, staff, and students conducted by this Office.

In addition to these documents, research and planning efforts have resulted in increased funding of the college through grants and our local General Obligation Bond campaign that passed in November 2001 for $82.1 million. The bond funds will be used to build out the campus based on the planning and research contained in the Educational and Facilities Master Plan.

Academic and non-instructional program reviews conducted annually or in other regular cycles are a key component of the college's planning processes. The development office supports these reviews through surveys and other statistical data, and the reviews are used to justify departmental budget, staff, and facilities requests. These reviews also inform almost every other college planning initiative.

STANDARD FOUR:
Educational Programs

The college's significant growth is evident throughout this standard. Since the last accreditation visit, 120 full-time faculty members have been hired and twenty-two new academic programs and numerous courses have been developed. Associate in Arts and Associate in Science degrees have been awarded to 2,225 students, and 540 students have completed Certificates of Achievement in occupational programs. Our distance learning offerings have expanded, especially online courses. We have a successful Progressive Adult College Education (PACE) program that provides students with yet another learning format to achieve their learning and career objectives. In addition to the main campus, courses are offered at local high schools, some businesses in the community, and at the college's Canyon Country ACCESS site.

In addition to full-time faculty, the college has added other key positions to maintain academic programs and disseminate information to students. These positions include a Matriculation Director, Transfer Center Director, Articulation Officer, and Outreach Coordinator.

In an effort to standardize course outlines, the college purchased WebCMS software and trained instructors and staff to use it. This software provides a format that instructors can use to design a new course and also has an established approval process that can be done online. Since it is web-based, the software also allows anyone to access these outlines, making articulation and student accessibility much better.

Program reviews for academic departments are done on an annual basis. These reviews serve as a reference throughout our planning processes and have been critical in the development of the Educational and Facilities Master Plan. They also support requests for budget augmentations, new staff, facilities, and equipment.

To maintain instructional quality, the college has developed three programs to assist faculty to develop, improve, and maintain their skills and knowledge. The Associate Program is designed for adjunct faculty and consists of a series of teaching skills workshops. The Teaching Consultation Program is designed to assist contract faculty on a one-to-one basis to enhance and/or improve classroom

instruction. The Institute of Teaching and Learning offers full-time and adjunct instructors a series of courses designed to develop and enhance teaching skills.

STANDARD FIVE:
Student Support and Development

Student support services have been expanded to include several new programs: CalWORKs, MESA (Mathematics, Engineering, Science Achievement), the International Students Program, the Volunteer and Service Learning Center, and the TEACH Program. Also, the Student Activities Office changed its name to the Student Development Office to better reflect its goal of developing students into campus and community leaders.

The college web site has become a major provider of student information. It contains the most current Schedule of Classes and the College Catalog, as well as policies and procedures that apply to student admissions and matriculation. Students can register online and take their placement test; the most recent addition is the new student orientation in English and Spanish, which will be offered exclusively online beginning Fall 2002.

The following student service programs have completed non-instructional program reviews: Counseling, Student Development, Career Services, International Students Program, EOPS/CARE, DSP&S, Athletics, MESA, TEACH Program, and Admissions and Records. These reviews have improved services to students and confirmed the programs' effectiveness.

Students have continued to make a significant contribution to the college's governance by serving on a variety of committees, especially assisting with the General Obligation Bond campaign. Their efforts supported the remodeling of the Student Center and the construction of a new parking lot.

In 1999 all electronic student and academic records were converted to our new management information system. This move was a major effort and has increased the security of student records and enhanced our ability to serve students in a timely fashion.

STANDARD SIX:
Information and Learning Resources

Since its 1997 self study, the college has essentially undergone a technological revolution. The new library opened in January 1997 with a fully automated, online public access catalog, which it shares with California Institute of the Arts. The number of computer systems has increased from 325 to 1,263. Of this number, 727 systems are available for student use. Computer Support Services was developed in 1997 and has primary responsibility for the college's web site, which has become a major source for student information as well as staff information through our Intranet. It is administered with the Management Information Systems (MIS) department by the Executive Dean of Institutional Development and Technology.

The college, including the Canyon Country ACCESS site, is completely networked with fiber-optic cabling. MIS initiated moving the college's administrative computing system from a legacy system to Datatel's Colleague software. All faculty

members, administrators, and staff who need computer access are provided with a computer.

Audiovisual Services was remodeled to include an interactive television classroom and a studio. The classroom is being used by California State University, Northridge to offer some upper-division nursing classes, as well as various college videoconferences and teleconferences.

The number of staff members in Learning Resources and Computer Support Services has increased, reflecting the general growth of the college. Two new positions have particular importance for our distance learning program, the Distance Learning Coordinator and the ACCESS Coordinator.

Computer Support Services, the library, and the Tutoring, Learning, Computing (TLC) Lab completed non-instructional program reviews. The Technology Master Plan was revised and updated with campuswide input.

STANDARD SEVEN:
Faculty and Staff

The number of faculty and staff has risen to keep up with the increase in the number of students. To serve a student population of approximately 12,726, the college has 18 instructional administrators, 162 full-time faculty, 173 full-time classified employees, 21 classified administrators, and 385 adjunct faculty.

Since our last accreditation, the Personnel Office has changed its name to the Human Resources Office. The Human Resources Office maintains its portion of the college's web site, which gives potential job candidates access to open positions, application instructions, downloadable application forms, and direct e-mail links to appropriate personnel.

Staff development activities are provided by the Office of Professional Development whose full-time director reports to the Dean of Human Resources. The office coordinates services and functions for all employee groups that increase knowledge in a discipline, enhance teaching skills, improve working relationships with students and staff, and enhance employees' physical and mental abilities. The following are some of the programs coordinated and/or supported by the office: Associate Program for Adjunct Faculty, Teaching Consultation, New Faculty Orientation, Mentoring Program, Institute of Teaching and Learning, Classified Development Day, and the Management Leadership Program.

STANDARD EIGHT:
Physical Resources

The newest facilities on campus are the library, the Media and Fine Arts building, the Early Childhood Education Center, and a 1,600-space parking lot. Remodel projects have resulted in additional classrooms, labs, and offices in the I building, Vocational building, and Laboratory building. A remodel of the Student Center provided additional office and student service spaces and the expansion of the cafeteria and private dining room. Modular facilities were constructed to house Human Resources and the College Foundation, along with other services. Similar facilities were used to create the Classroom Village, which added 14 classrooms. The Canyon Country ACCESS site has four classrooms and a computer lab.

A partnership with the William S. Hart High School District has established classroom space for the Academy of the Canyons, which offers high school students the opportunity to enroll in high school and college courses concurrently. The University Center is another partnership with various universities offering bachelor's, master's, doctoral degrees, and certificates on our campus. Permanent on-campus locations for the Academy and the University Center are in future plans.

The recently completed Educational and Facilities Master Plan aptly shows the commitment of the college to planning. This plan includes a number of projects that will be completed with the proceeds of our $82.1 million General Obligation Bond, which was passed in November 2001.

The Facilities Department completed its non-instructional program review, which showed faculty and staff satisfaction with the department. The department has completed a number of scheduled maintenance and energy efficiency projects.

STANDARD NINE:
Financial Resources

The budget development process is outlined in the publication, Decision-Making at College of the Canyons. This outline also shows how integral the budget development process is to other planning processes of the college, which result in other publications such as the Educational and Facilities Master Plan, the Technology Plan, and the Strategic Plan.

The college instituted the Datatel Colleague management information system in 1998, and it has been fully implemented in Fiscal Services, Student Business Office, Student Services, Human Resources, and Academic Affairs. The financial module makes budget information, expenditure details, and fund balances readily available to all staff who need this information and provides appropriate control mechanisms.

The Board of Trustees evaluates the general financial condition of the district through monthly reports on all district funds. The Board requires that the district maintain a six percent reserve for contingencies.

The district's independent auditor has concluded that the district has been effective in supervising and managing its finances. One example of this effectiveness is the decentralization of purchasing through the use of online requisitions and the implementation of specific funds to reflect reserve balances more accurately.

STANDARD TEN:
Governance and Administration

The college benefits greatly from the commitment and experience of its five-member publicly elected Board of Trustees. Members of the board serve four-year terms and are elected at-large, although each board member occupies a numbered position. This means that a candidate running for the Board must designate which seat s/he is running for. The history of board actions, publications, and participation over the past six years clearly documents the fact that the board conducts its business on behalf of the public in a responsible and ethical manner.

The administration of the college is well qualified through experience and knowledge to provide effective leadership. The college benefits from the dynamic leadership of its Superintendent/President, who is in her 14th year at the college. The administration, faculty, and staff maintain a positive, cooperative environment that facilitates effective planning, program development, and new initiatives to match the needs of a growing community.

The college has a well-developed decision-making process that is outlined in its Decision-Making at College of the Canyons. The college community is well aware that the positive, productive culture it now enjoys will require continual attention to ensure effective communication and understanding of the decision-making process as the college continues to grow.

"I think COC did a lot over me. It helped me grow and created a lot of opportunities."

Eric Garcia - former COC student on why he was pitching at a call center to support a local bond for the college

Our preparation for the 2002 Accreditation visit began fully two years in advance of the visitation date. A team of College of the Canyons faculty, staff, and administrators attended a self study workshop held on September 20, 2000 at El Camino College. At this workshop the COC team included our Accreditation Liaison Officer (Vice President of Instruction & Student Services), Academic Senate President, Curriculum Committee Chair, Dean of Instructional Services, and classified staff from Human Resources and the Instruction Office. In the spring of 2001 this team collaborated on how we would organize our self study and developed a timeline for the process.

It was determined that we would organize a broad based committee to address each of the standards. Each of these standards committees would have a chair and, for some standards, a co-chair. Membership on the standards committee would be comprised of a broad representation of faculty, staff, administrators, and students. Two of our five Board of Trustee members also served on standards committees. Chairs and co-chairs were selected based on appropriate expertise and access to relevant research and information. The chairs and co-chairs also comprised the Self Study Steering Committee. In addition, a self study editor and a Visitation Coordination Subcommittee were added to the Steering Committee. The Visitation Subcommittee would be in charge of the actual logistical arrangements for the accreditation team's visit.

In the summer of 2001 a communication went out to all full-time faculty and staff explaining the upcoming accreditation process, outlining the standards, and calling for interested individuals to serve on the various standards committees. The accreditation process was also reviewed with all faculty, staff, and administrators at the opening day activities held the week prior to the start of the Fall 2001 semester.

The call for committee members was met with an immediate, positive response, and all of the standards committees were fully formed and functional by the first full month of the Fall 2001 semester. The first organizational meeting of the Steering Committee was held on October 9, 2001, and all committee chairs and co-chairs were provided with format, style, and content parameters for writing their standards. It is noteworthy that more than two thirds of the entire full-time staff, faculty, and administration actively participated in a successful bond campaign during the Fall 2001 semester while at the same time many of the same people were working on our accreditation report.

Committees engaged in writing and research activities throughout the Fall 2001 semester and the Spring 2002 semester. The Steering Committee held bimonthly meetings during the Spring 2002 semester, and weekly meetings the last month of the spring semester. During these meetings, the Steering Committee read through each standard report as it was completed. Changes suggested by the Steering Committee were incorporated by the chair or co-chair of the standard committee and then forwarded to the self study editor. In this manner the self study report achieved a consistent style, and avoided unnecessary duplication of content. The Steering Committee also concentrated on ensuring that the self study content was responsive to the individual standards. The Steering Committee's review of the

individual standard reports was completed the first week of June 2002.

The remainder of June 2002 was devoted to final editing and proofreading, gathering all relevant documentation, and creating a camera-ready draft that was made available to all key campus leaders for purposes of certification. July 2002 was set aside for design and layout of the report. A wide distribution of draft copies was made prior to printing of the final document.

ACCREDITATION STEERING COMMITTEE

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Standard Three
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Board of Trustees
Kyle Baron
Student Trustee

"College of the Canyons helped me out a lot. I will never regret going there. I had more opportunities after I went to College of the Canyons because it opened up the doors to more colleges..."

Omar Stewart – overcame attention-deficit disorder to excel at COC and subsequently transferred to the University of Colorado on a full-football scholarship.

Background, Demographics and Organization

Photo by Nicholas Pavik

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BACKGROUND

The Santa Clarita Community College District (shown in the following figure) was created in 1967 when voters in the communities of Valencia, Newhall, Canyon Country, Castaic, Aqua Dulce, and Val Verde overwhelmingly approved the establishment of a local community college district. College of the Canyons, as the district's single college, has been meeting the needs of its community by providing a comprehensive program of academic and occupational programs since classes began in 1969.

The period of the late 1960's was characterized by the evolution of a largely rural area into a fast growing suburban region. In 1987 local voters unified most of the individual communities into the City of Santa Clarita. The trend toward suburbanization has continued at an accelerating pace, and the new city has incorporated elements of urbanization such as major hotels, industries, and commercial centers. The area has been identified as one of the fastest growing regions in California and enjoys a growing economy, a lower than average unemployment rate, and the designation each year as the fourth or fifth safest city in the United States, in its size range.

College of the Canyons serves a geographic area of 367 square miles in the northwest portion of Los Angeles County, bordering Ventura County on the west. The area served by the college is referred to as the Santa Clarita Valley and is approximately 36 miles north of the City of Los Angeles and 40 miles inland from the Pacific Ocean. The district's boundaries match the boundaries of a single unified high school district, the William S. Hart Unified High School District. The college is located on a little more than 153 acres of rolling hills in the incorporated City of Santa Clarita. The college also serves the unincorporated areas of the Santa Clarita Valley. The college also operates an off-campus center in Canyon Country as part of a cooperative facility use agreement with the city and county.

In Fall 2001 there were 12,726 students enrolled at the college, an increase of 85 percent from Fall 1996. The college currently employs 162 full-time faculty, including teaching faculty, counselors, instructional specialists, and child development center teachers. The part-time adjunct faculty number approximately 380. The classified staff is comprised of 172 full-time employees and a fluctuating number of part-time adult hourly employees. The college has 17 educational administrators and 22 classified managers.

In addition to serving the residents of the Santa Clarita Community College District with access to higher education, services, and economic development activities, the district is the 3rd largest employer in the region and annually contributes more than $75 million to the local economy. The college is also a major partner with local business and industry through employee training programs, development of industry specific credit programs, and participation in regional economic development initiatives.

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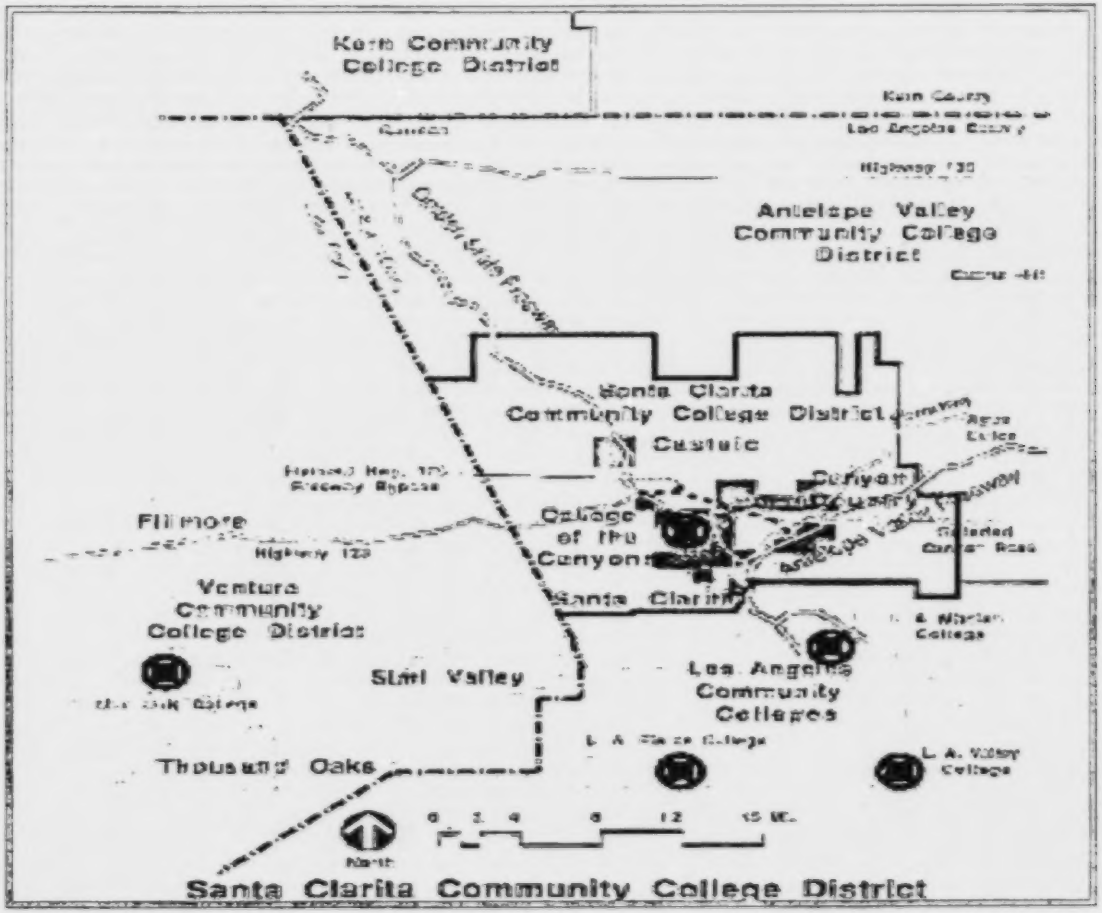
The Santa Clarita Community College District



College of the Canyons is one of the major feeder community colleges for the California State University, Northridge. The SCCCD is coterminous with the William S. Hart Union High School District.

Demographics

Population

Population estimates and projections were obtained from the Southern California Association of Governments (SCAG) in 2002 and are depicted in the table below. The area with the largest population in 2001 was Canyon Country. Canyon Country is expected to remain the most populous area in 2020, with 84,640 people, larger than the population for the entire district in 1980. Canyon Country is also the area expected to have the largest increase in the number of residents between 2001 and 2020, with an additional 32,039 people.

Area	Zip code	1999	2000	2001	2005	2010	2015	2020
Canyon Country	91351 91387	50345	51482	52601	59443	67995	75131	84640
Castaic	91384	18285	19587	20009	21893	24243	28169	33402
Newhall	91321	37080	38047	38817	41283	44360	50621	59150
North Valencia	91354	17459	18578	18978	15858	11957	13488	15776
Saugus	91350 91390	35767	36364	36984	43292	51178	57135	64752
Stevenson Ranch	91381 91382	3661	3666	3672	3081	2343	3124	4757
Valencia	91355	29998	30666	30949	32398	34210	36677	41607
Total		**192,595**	**198,390**	**202,010**	**217,244**	**236,286**	**264,345**	**304,084**

Population projections (source: SCAG, 2002).

College of the Canyons Growth Pattern Compared with Growth in the California Community College System			
Year	*COC Growth Factor*	*Rank in State*	*State Growth Factor*
1994-1995	8.43 %	1	1.25 %
1995-1996	8.52 %	4	2.47 %
1996-1997	13.30 %	3	2.39 %
1997-1998	15.20 %	1	2.09 %
1998-1999	15.20 %	1	3.00 %
1999-2000	23.16%	1	3.50 %
2000-2001	13.94%	3	3.00 %
2001-2002	9.83%	3	3.00 %
Source: Chancellor's Office, California Community Colleges			

Ethnicity

Ethnic Distribution of the SCCCD: 1990 and 2001

	1990	*2001*
White	76 %	69 %
Black	3 %	3 %
Asian and Pac. Islander	4 %	7 %
Native American	1 %	1 %
Hispanic	17 %	21 %

(Source: Claritas, 2002)

The ethnicity of local residents is shifting, with an increase in Asian and Pacific Islanders and Latinos. College of the Canyons has a similar ethnic distribution, especially related to the percentages of people who are Black, Asian, Native American, or Latino.

Economic Activity

The very rapid growth in the construction of housing units, the development of the Town Center retail and commercial area, the construction of corporate offices for a national insurance company and a major cruise line, and the general tone of vitality, all indicate a high level of economic activity in the area that will undoubtedly continue into the future. As space for new commercial construction becomes unavailable in the central core of Los Angeles, many commercial enterprises will be looking northward to the Santa Clarita area for expansion.

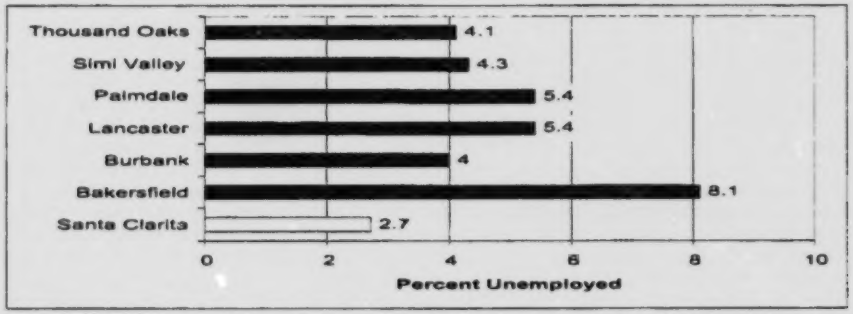
Compared to Los Angeles County, the City of Santa Clarita has a higher percentage of employment in services and construction. The city has a somewhat lower percentage of employment in retail and wholesale trade, local government, and manufacturing.

Percentage Employed in Employment Classifications

Sector	Santa Clarita	Los Angeles County
Services	39 %	34 %
Retail Trade and Wholesale Trade	18 %	22 %
Manufacturing	13 %	15 %
Local Government	11 %	14 %
Construction	6 %	3 %
Finance/Real Estate	6 %	6 %
Transportation	6 %	6 %
Agriculture	1 %	<1 %

Even as the nation feels the pressure of a recession, labor data illustrate how Southern California's economy in general, and Santa Clarita's economy, specifically, have remained strong. The Santa Clarita Valley will add more than 4,000 non-farm jobs in 2002 and unemployment rates have sunk to below 3 percent, as is shown in the following figure:

27



December 2001 Unemployment Rates. Source: Ca Empl. Dev. Dept. in Haviland presentation, City of Santa Clarita.

Participation Rates

Participation rates are defined as the number of people per 1000 adults who attend College of the Canyons (see table below). Note that 36 percent of College of the Canyons students live outside of the district. The data source for population numbers was Clarita's (2002). The participation rate district-wide was 55.6. In other words, for every 100 adults who live in Santa Clarita, 5 were students at College of the Canyons in Fall 2001. Participation rates differed significantly by community. In Stevenson Ranch, the rate was 150. Saugus and Canyon Country had the next highest rates of 70.5 and 66.4, respectively. Newhall had the lowest rate of 34.4.

		Number of Students	Population	Percent over 18	Adult Population	Participation Rate
Canyon Country	91351, 91387	2524	52601	72.3	38031	66.4
Castaic	91384	651	20009	76.3	15267	42.6
Newhall	91321	964	38817	72.3	28065	34.3
North Valencia	91354	661	18978	70.3	13342	49.5
Saugus	91350, 91390	1798	36984	69.0	25519	70.5
Stevenson Ranch	91381, 91382	398	3672	72.4	2659	149.7
Valencia	91355	1176	30949	75.0	23212	50.7
Total in District		8172	202010	72.5	146486	55.8
Out of District		4554				
Total Students		12726				

Participation rates for College of the Canyons: 2001.

Enrollment Data

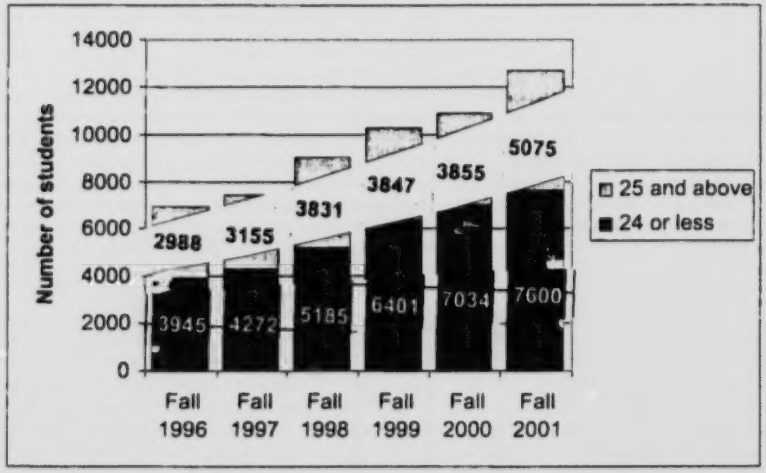
The figure below shows the dramatic increase in enrollment since the last accreditation and the projections for continued growth. In Fall 1996, the college served 6,882 students. In Fall 2001, the number of students reached 12,726, an increase of 85 percent. Furthermore, the growth is expected to continue. By 2010, the college is expected to reach 20,000 students and exceed 28,000 by 2015 according to Chancellor's Office projections.

Enrollment History and Projections

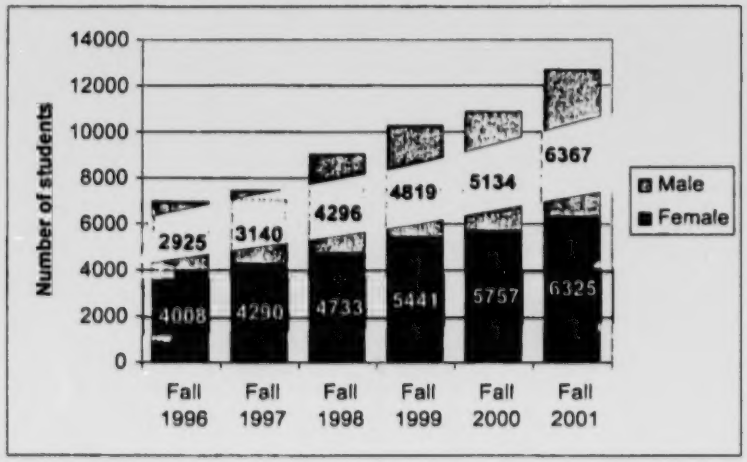
The first figure below shows the age distribution of students between Fall 1996 and Fall 2001. As is depicted in the figure, there has been a large increase in the number of students under 24 years old. The next figure includes both traditionally college-aged students and students concurrently enrolled in high school. The number of students over 24 years old has also increased, although at a slightly slower pace. In Fall 1996, 57 percent of students were under 24 years old. By Fall 2001, the number of students under 24 years old increased to 60 percent.

While females outnumbered males in Fall 1996 by 58 percent to 42 percent, the proportion was nearly even by 2001.

Age of Students: Fall 1996 to Fall 2001



Gender of Students: Fall 1996 to Fall 2001.



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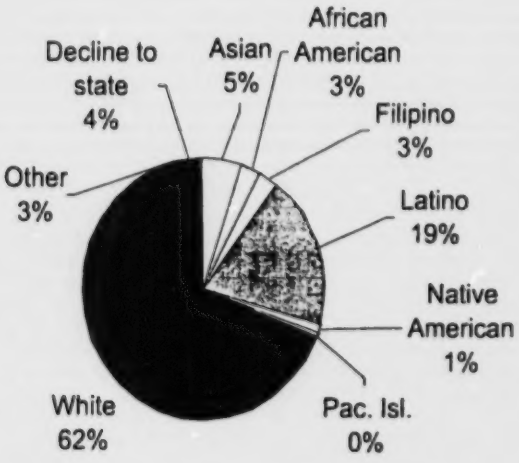
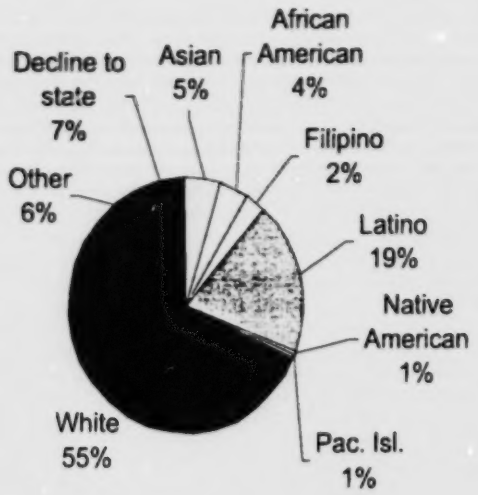
Ethnicity of Students: Fall 1996 and Fall 2001



Fall 1996

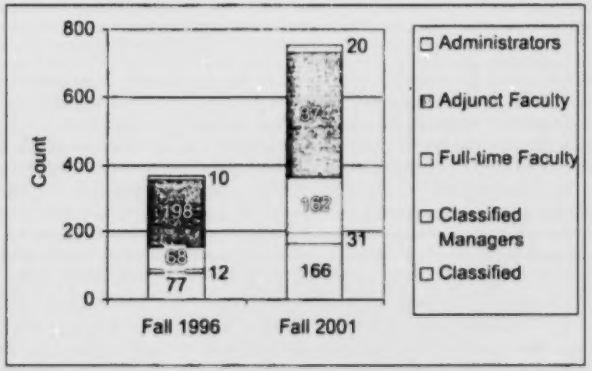


Fall 2001

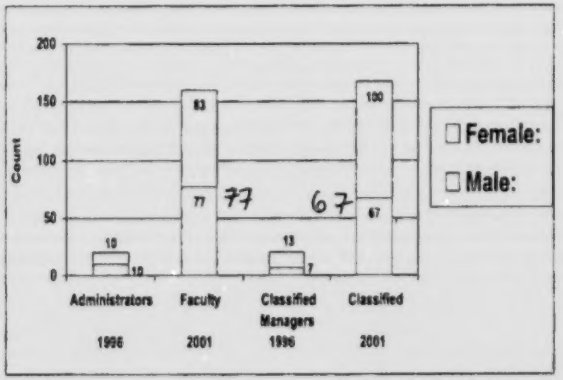
While the proportion of White students had declined somewhat during that time period, a proportionate increase was realized in students indicating "decline to state" or "other." The proportion of students who were Latino, Black, Asian, Filipino, Native American, and Pacific Islander were fairly proportional in 2001 as they were in 1996. Since the college grew 85 percent during this time period, these data indicate that the growth for ethnic groups was fairly comparable. Larger shifts were observed in the proportion of students who indicated that their ethnicity was White or other and the proportion of students who declined to state their ethnicity.

Employee Demographics

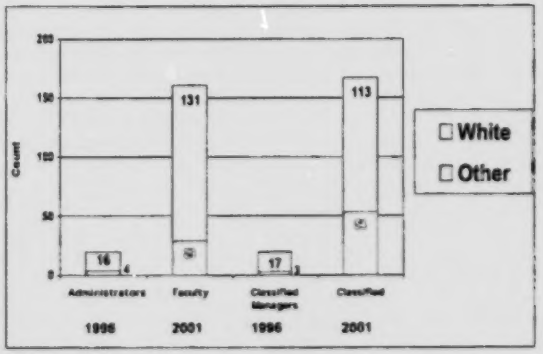
The total number of employees increased substantially between 1996 and 2001. The number of full-time faculty went from 68 to 160, an increase of 135 percent. The number of staff increased from 77 to 156. Similarly, classified managers, adjunct faculty, and administrators also increased substantially.



As of 2001, females are well represented in all employment categories. In fact, females outnumbered males in all employment categories, except administrators, a category in which they equal the number of males. This reflects a significant shift from Fall 1996, when females were underrepresented as administrators and outnumbered males only as classified staff and to a lesser extent, classified managers.



The percentages of administrators, faculty, classified managers, and classified staff who are not White are 20 percent, 18 percent, 15 percent, and 32 percent. The percentages are similar to 1996 for administrators and classified managers. However, the percentages of faculty and classified managers who are not White increased 12 percent and 4 percent, respectively.



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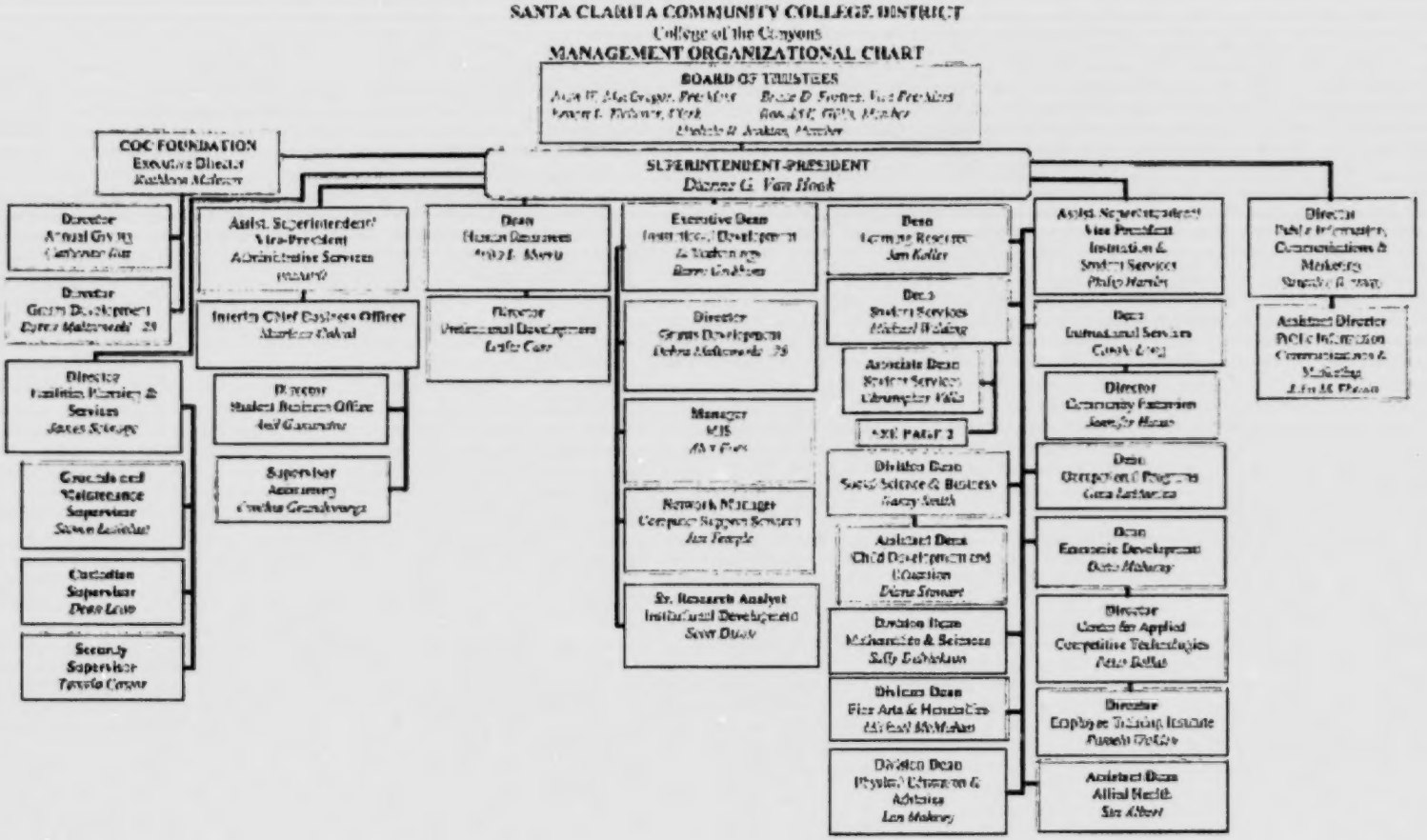
Institutional Organization

The organization charts on the following pages provide an overview of the district's administrative organization for its programs and services. These charts were updated in June 2002. By the time of the Accreditation Team Visit in October 2002, we anticipate a number of changes to the chart primarily in the business services area. The Visiting Team will be provided with up-to-date organization charts upon their arrival.



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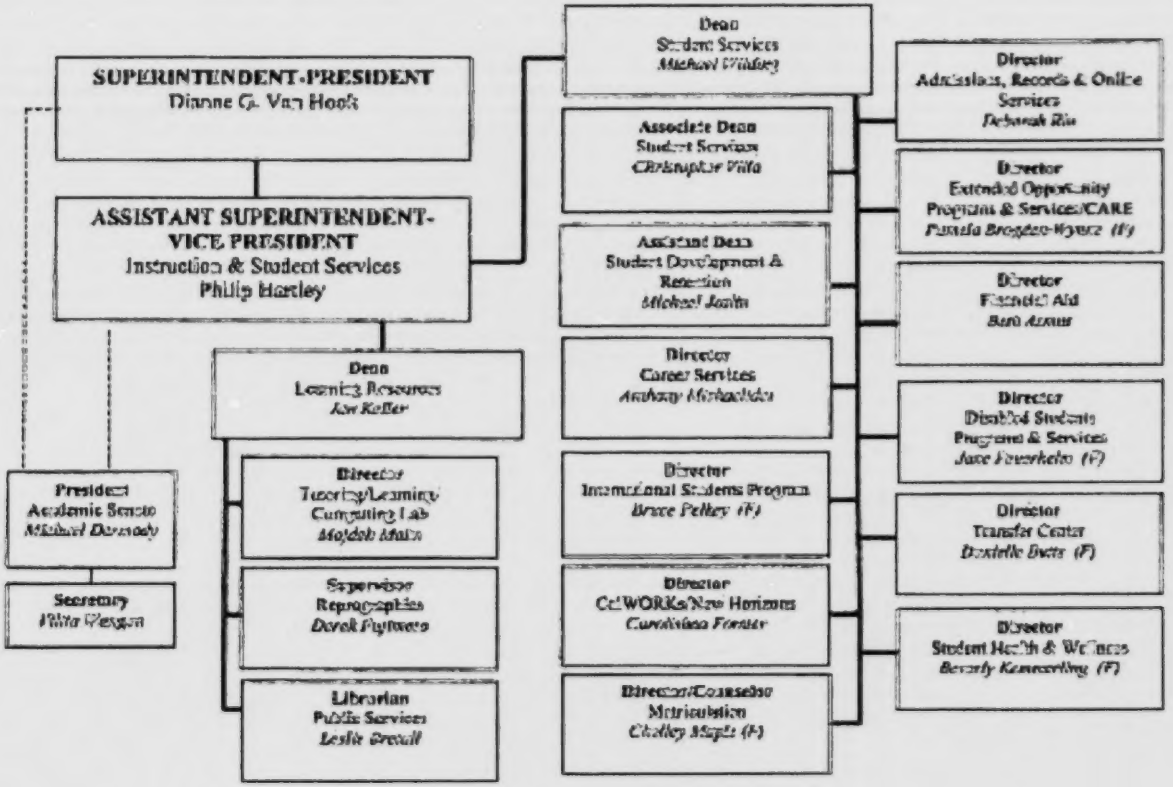
MANAGEMENT ORGANIZATIONAL CHART



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"After studying art at College of the Canyons, I have realized how much inspiration this school radiates. I feel lucky to attend such a diverse campus"

Jennifer Edmonston – COC Student

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

College of the Canyons hereby certifies that it continues to be in compliance with the Eligibility Requirements for Accreditation. Compliance is demonstrated through the contents of appropriate sections of this Self Study, documents referenced herein, and the official publications of the college, including its annual catalog. The Steering Committee for the Self Study reviewed the Eligibility Requirements and determined that current documents and public records validate the finding that College of the Canyons continues to comply with the Eligibility Requirements.

College of the Canyons is an accredited, public community college authorized to operate as an educational institution under the laws of the State of California. The college has a publicly elected five-person Board of Trustees that has adopted a clearly stated mission statement for the college, which is appropriate to the needs of the community it serves. No member of the Board of Trustees has employment with the Santa Clarita Community College District, nor does any family member of the Board. Board members have no personal financial interest in the college. The Board hires and evaluates a chief executive officer whose primary responsibility is to the college.

College of the Canyons meets all accreditation standards with regard to operational status, degrees, educational programs, awarding of academic credit, published educational objectives, and offers a substantial general education component in all degree programs. The college employs a highly qualified faculty, provides appropriate student services and development programs, and adheres to published admission policies consistent with its mission and applicable state laws. The college provides extensive learning, library, and other information services to support its educational programs. The college has a stable, well-planned fiscal base which is adequate to support its mission and which is annually audited by a certified public accountancy firm. The college engages in extensive, ongoing planning activities and regularly evaluates its programs and services. Extensive information on the college's programs, services, policies, and procedures is published in an annually revised catalog. College of the Canyons is committed to adhering to the requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges (WASC) as it fulfills its responsibility to meet the educational needs of the residents of the Santa Clarita Community College District.

Joan MacGregor

Mrs. Joan MacGregor, President, Board of Trustees

Dianne VanHook

Dr. Dianne Van Hook, Superintendent/President

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"It will allow us to hold a mirror up to the human soul of Santa Clarita"

Michael McMahan – Dean of fine arts and humanities
on the groundbreaking for the college's Performing
Arts Center

Response to Previous Recommendations

Photo by Bryan Kneiding "Way to Go"

The College made immediate, substantive and comprehensive responses to the previous team's recommendations as reported in the mid-term report submitted to the Commission. Likewise, initiatives in response to the recommendations have continued and undergone further development since the mid-term benchmark. Therefore this section contains both a reiteration of some material from the mid-term report as well as updating and new information that has occurred since the mid-term.

GENERAL RECOMMENDATIONS

1. Planning Focus

The team recommends that the Board of Trustees work with the Superintendent/President to develop and approve annual college goals which will focus planning activities on the issues of highest priority in order to maximize the human resources the campus has available to address these issues.

The college's Strategic Plan is updated and revised as needed every two years. As a part of this process, Strategic Goals are clearly stated. With the Strategic Plan as an umbrella, providing the parameters for college priorities, focus, and functioning, and assessing emerging opportunities, each administrator establishes annual goals/objectives for each academic year. The Board reviews the CEO's goals on an annual basis, and all other administrators' goals are coordinated with these.

Each administrator has the responsibility to ensure departmental goals within his/her scope of supervision are coordinated with the Strategic Plan, and driven by and influence other planning processes (Educational Master Plan, Facilities Master Plan, Technology Plan, Staff Development, Enrollment Management Plan, and the Foundation's Strategic Plan) on campus.

With over 78 percent funded growth in five years, the college's efforts since 1997 have been focused on expanding access to meet student demand, acquiring additional resources, developing partnerships, creative facility expansion, staff expansion, income generation, and the professional development of our staff. We have maximized opportunities, created partnerships, and improved what we do and how we do it as a result of our planning and visionary process.

2. Recognizing and Supporting the Growing Diversity of the Student Population

The team recommends that the Board of Trustees and the Academic Senate join the Superintendent/President in providing campus leadership that fosters the awareness of diversity in all areas of the college, especially in the curriculum, in student services, and in the composition of the college faculty and staff.

The district is committed to fostering an awareness of diversity in all of the above named areas, and these are currently reflected in the goals established in the Strategic Planning document. With growth have come increased employment opportunities. As a result, the district has been able to offer minorities, women, and persons with culturally different back-

grounds positions in many areas of the institution. Since 1996 more than 21 percent of all full-time faculty hires have been members of an ethnic minority; ethnic minorities now represent 16.8 percent of the faculty as compared to less than 6 percent in 1996.

New and Replacement Hiring
1997 to 2001

Year	Total Hired	Ethnic Minorities	Women Hired
1997	**25**	**7**	**15**
1998	**28**	**11**	**16**
1999	**61**	**12**	**34**
2000	**63**	**17**	**34**
2001	**86**	**21**	**56**
Total	263	68	155
Percentage	100.0%	25.9%	58.9%

Source: Personnel Office, Hiring Reports.

College of the Canyons has made significant progress in addressing diversity issues in the past three years in the areas of curriculum and student services. These efforts include:

- Adding new curriculum in the areas of Latin American and Asian studies and cross-cultural dance.
- Creating a full-time student outreach position.
- Successfully applying to be a site for a program to increase underrepresented students in math, engineering, and science (MESA).
- Initiating regular programs through the Spanish department that explore aspects of Hispanic/Latino culture during lunchtime meetings.
- Completing an organizational meeting with the Puente Project for initiation of the program in 2002-2003. This national-award-winning program improves the four-year college-going rate of educationally underrepresented students.
- Creating a program in cooperation with the local high school district which waives enrollment fees for concurrently enrolled high school students and provides encouragement for a greater number of these students to experience college courses.

Standard One: Institutional Integrity, Purposes, Planning, and Effectiveness

The team recommends that the college simplify the planning process and make it clear and understandable to all elements of the college community. Further, the college should specify those committees involved in planning, their exact roles in planning, and how they interrelate with one another. Finally, it should be made clear how the objectives which are set annually for the college's various constituencies will be measured, when they will be measured, and by whom they will be measured.

The college's planning process had been revised shortly before the visit of the team in spring 1997. In that process, the roles of the various planning subteams were clarified, and the relationship among teams was defined. Since the implementation of the new process, further changes have occurred which

the principle responsibilities of this position is to oversee the asset management activities.

An asset management team (Vice President, lawyer, and consultant) was formed to work with the CEO to move forward. On October 9, 1999, the Board approved resolutions to lease two parcels of land for two office buildings and a hotel. These projects could have generated between $100 and $200 million to the district over the sixty-year lease if both projects had proceeded. In addition, an RFP was released to lease another ten-acre parcel on the southern section of our property.

However, after receiving bona fide proposals from qualified developers, market conditions changed in early 2000 that caused the developers to withdraw their proposals (and forfeit their deposits). As the market continued to decline in 2000, it became apparent that further asset management initiatives would have to wait for better economic conditions. Additionally, the college's increasing need for use of its property decreased the opportunities for project development. The passage of the college's bond measure has also removed some of the impetus for pursuing asset management projects. Bond funding significantly exceeds revenues from potential asset management projects.

In January 2002, the Vice President, Administrative Services left to take a position elsewhere.
The Executive Dean has replaced the Vice President on the asset management team.

Standard Seven: Financial Resources

The team had no recommendations.

Standard Eight: Governance and Administration

The team recommends that the Board of Trustees carefully review some of its current practices with a view to more clearly delineating the roles of the Board and the administration in the governance of the college.

The Board has worked with the Superintendent and supported clarification of roles. These past three years, the Board has focused its energies on policy development, risk management, advocacy, supporting building bridges with the community, resource generation, and communicating community needs to the college and visa versa. Further, the Board supports college events, programs, and staff by helpful participation and opening doors for staff in the community. While the Board members do not, as a rule, participate as members of college administrative committees, the Board occasionally has a member attend PAC-B (President's Advisory Council on Budget) as an observer.

underscore the integration of processes across the campus. Following are descriptions of some of these changes:

- A redesign of the budget development process has resulted in all requests being viewed in light of the degree to which they support the college's strategic goals, the departments' goals set forth in program reviews, and how they tie into the district's enrollment management strategies.
- The Partnership for Excellence team recommends priorities in accordance with the Superintendent/President's vision and Partnership for Excellence goals. Priorities are considered as a part of the overall budgeting process.
- The instructional program review process has been redesigned to support the ongoing development of the Educational Master Plan. The Comprehensive Planning Team held four workshops (attended by all but two departments), and the college developed a process for non-instructional program review. All instructional programs now complete an annual program review that includes student outcome measures. In addition, budget planning workshops are held annually for all staff. All campus departments participate.
- A non-instructional program review is conducted every three years by all campus programs and services. These reports include a presentation to the Board of Trustees and are used as a basis for development and resource allocation.
- The college's guide, Decision-Making at College of the Canyons, has been updated and redesigned to provide a clear, useful, and current guideline that integrates the planning and decision-making processes at the college.
- An integrated Educational and Facilities Master Plan was developed this year that coordinates the program development plans of the college with its ambitious building plans funded by the passage of an $82 million bond measure.

The bottom line: the college's plans drive budget development, and department objectives/goals drive the plans.

The team recommends that the Academic Senate reconvene the Diversity Multicultural Committee as soon as possible and that the committee begins meeting on a regular basis rather than intermittently, as they seem to do now. In addition, the Diversity Multicultural Committee should coordinate its efforts with other related committees and groups on campus such as the Student Equity Committee.

As noted in the opening section, the college has made significant progress in addressing diversity issues in the past three years. These efforts included:

- Adding new curriculum in the areas of Latin American and Asian studies and cross-cultural dance.
- Creating a full-time student outreach position.
- Making good progress toward hiring for diversity.

- Successfully applying to be a site for program to increase underrepresented students in math, engineering and science (MESA).
- Initiating regular programs through the Spanish department exploring aspects of Hispanic/Latino culture.

Reconvening a particular committee as a specific means to accomplish an objective is overly prescriptive and non-effective in the view of the college. The college has chosen other means and strategies to accomplish what is the perceived intent of this recommendation.

Standard Two: Educational Programs

The team recommends that the Curriculum Committee consider appropriate options for including more opportunities within the curriculum for students to learn about the multicultural world in which they will live and work.

The college has made important strides in expanding its curriculum and has made a major commitment of resources to providing more choices for students to explore a multicultural world. Specific examples include:

- Courses have been developed and offered in Latin American History and Asian Civilization.
- Two new full-time faculty positions have been created and filled in the history program, one with an emphasis on Latin American History, and one with an emphasis on Asian Civilization.
- A new full-time position in dance has been created and the selected instructor brings an expertise in African dance styles. This instructor is in the process of developing cross-cultural dance courses.
- The International Students Program has flourished, resulting in a more culturally diverse student population. The Program has provided an opportunity for international students to share their cultures through a variety of campus activities.
- A partnership has been established with health education schools in the Guangdong Province in China that will provide an exchange of students and faculty in the field of nursing.
- As a result of recent faculty hiring, a greater number of full-time faculty are multicultural and multilingual. Many of these faculty have initiated activities, programs, and events which have increased opportunities for students to experience a multicultural perspective.

The team recommends that the college formalize its enrollment management practices in order to coordinate the allocation of fiscal and human resources to meet the college's anticipated growth.

In the fall of 1998, under the leadership of two new vice presidents (instruction and administration), the enrollment management process was reviewed and redefined, and a new Enrollment Management Team was formed. The Team was organized to include all those elements of the college that must coordinate their efforts to ensure the effective use of time and resources to meet college growth and program de-

velopment needs. The team meets at appropriate decision points during the year and has developed a common enrollment report form to communicate enrollment projections, trends, and outcomes in a way that promotes common understanding. These elements are analyzed and discussed at each meeting and plans are formulated to accommodate future needs and direct resources to accomplish enrollment objectives.

The enrollment management process as a planning implementation process is coordinated with and drives the development of the budget, staffing priorities, organizational redesign, facilities acquisition, marketing efforts, and curriculum/program development. The cross-functional team consists of representatives from instruction, business services, learning resources, public information, admissions and records, institutional research & development, computing services, and student services.

Our funded FTES base has increased 150 percent in a ten-year period. In 1998-99, the college had a growth factor of 16.9 percent. The college grew 19 percent and did so very smoothly and naturally because the staff and curriculum were in place to facilitate enhanced access. For 1999-2000, the college's funded growth rate was 21.6 percent, which the college achieved. The funded rate achieved for 2000-2001 was 15.7 percent and the funded growth rate for 2001-2002 was 11.5 percent. These rates were also achieved and exceeded.

Standard Three: Student Services and the Co-curricular Learning Environment

The team recommends that student services managers, under the leadership of the Dean of Student Services, and in cooperation with the Student Equity Committee, collaborate in the planning, organization, staffing, and implementation of effective and culturally sensitive services which increase access, retention, and goal completion for diverse student populations.

Several initiatives have been undertaken in response to this recommendation:

- The college applied for and received a grant designed to encourage middle school students from historically underrepresented groups to attend college. The components of the grant include sponsoring college visitations among area 7th and 8th graders, workshops with parents to discuss financial preparation for college, and workshops with middle school counselors and faculty to develop strategies to encourage these students to attend college.
- The college has applied for and received a TRIO grant. This project includes two significant elements. First, TRIO eligible students (first generation college students combined with limited financial resources) will be contacted and counseled about attending college. Second, College of the Canyons, along with its grant partners, will participate in a consortium ef-

fort to enhance the college readiness and transfer of participating students.

- The college has hired a full-time Outreach Coordinator. This position specifically targets underrepresented high school students for inclusion into the campus community. Additionally, outreach efforts include the development of college awareness seminars, college services on high school campuses, and outreach into the community.
- The college has made an effort to provide bilingual services in key student service areas. Counseling, admissions, and cashiering now offer extended hours and bilingual services to Spanish speaking students.
- The college has significantly increased its support for re-entry students and students who are single parents. For some time federal dollars were used to support services to these populations. As those funds became unavailable, the college elected to keep these vital services operational with district dollars.
- The college has created a program to help junior-high-school-aged students consider and prepare for college. This program, entitled College: Making It Happen, also provides information to parents on financial planning for college for their children.

Standard Four: Faculty and Staff

The team recommends that the college monitor, very closely, the increase in the student population; and provide, within the fiscal resources available, increased staffing to support those students. Also, care should be exercised that, as more personnel are hired, faculty members more closely reflect the ethnic composition of the student population.

The college has grown tremendously since 1996-97. In fact, 70 percent of the faculty have been hired during the past four years, and 55 percent of the classified staff have been hired since 1997-98. The college's state-established requirement for full-time faculty for Fall 2001 was 134.8. As of Fall 2001 the college had 158 full-time faculty, well ahead of the state requirement (+17 percent). In Fall 2002 the college will have 166 full-time faculty. The college has hired at this accelerated rate in order to support quality education with a greater diversity of offerings.

Increased hiring has provided the opportunity to increase the diversity of the faculty and staff at the college. Since 1996 more than 21 percent, of all full-time faculty hires have been members of an ethnic minority and ethnic minorities now represent 16.8 percent of the faculty as compared to less than 6 percent in 1996.

Standard Five: Library and Learning Resources

The team recommends that the college consider developing the "Collection Development Policy" into a more formal Board Policy (that uses input from faculty and students and includes culturally diverse materials) for the selection, evaluation, and elimination of Library and Learning Re-

source Center materials, including electronic sources.

The Learning Resources staff have continued to engage in many college-wide planning exercises and participated in the development of the Educational Master Plan. The Plan contains the following three major goals for instructional resources and the objectives and activities to achieve the goals on a short-, medium-, and long-range basis:

- To improve the level and quality of provided services to support instruction and enhance student success,
- To increase access to instructional resources, and
- To improve funding for all instructional resources.

These three goals and their related objectives and activities address the concerns raised in the Evaluation section above and chart the course of instructional resources for the next five years.

To improve the level and quality of services provided, a remodel of the Instructional Resource Center was completed. This remodel provides the college with a television production studio and an interactive television classroom. The college added a Library/Media Technician II-Audiovisual/Reprographics position that will help in the coordination of the college by television program, online courses, and other distance learning initiatives. Partnership for Excellence funds have allowed the college to expand its tutoring efforts in the Tutoring/Learning/Computing (TLC) Lab. The college is now able to tutor more students in more subjects for longer times. The college also started new a new tutorial program called supplemental instruction with these funds. TTIP funds were used to fund several electronic databases, particularly UMI's ProQuest, which is a periodical database with many titles available in full text format.

As indicated above, the college was able to increase access by expanding the hours of the TLC Lab to 10:00 p.m. Internet access in this lab was also increased. Although not confined to this past year, the college has extended open library hours on weekday evenings and Saturdays. With TTIP funds the college was able to purchase Jaws, a software program that allows partially sighted or blind students to use online resources.

Funding for instructional resources was improved primarily with monies from Partnership for Excellence, as mentioned above. Also, the college received $30,000 from the Instructional Block grant for the purchase of library materials for each of the past two years.

Standard Six: Physical Resources

The team recommends that the college renew its asset management efforts in order to generate revenues to construct facilities for which state funding may be difficult to obtain.

In the 1997-98 year, the college resumed its asset management efforts with redefined parameters and clarity. The Educational Benefit Corporation was dissolved and a new position, Vice President of Administrative Services, was created and filled. One of

Standard 1

Photo by Nicholas Pavik

Institutional Mission

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The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.

1.1 The institution has a statement of mission, adopted by the governing board, which identifies the broad-based educational purposes it seeks to achieve.

The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.

Descriptive Summary:

The college's Mission Statement (Ref. 1.1), Vision Statement (Ref. 1.2), and philosophy, endorsed by the College Planning Team (committee membership includes representatives from classified staff, faculty, administration, and students, and is co-chaired by faculty and the Superintendent/President), and updated and approved by the Board of Trustees in 1999, appear in numerous publications including the College Catalog (Ref. 1.3), the College of the Canyons Fact Book (Ref. 1.4), the Strategic Plan (Ref. 1.5), the Educational and Facilities Master Plan (Ref. 1.6), College of the Canyons At-A-Glance (Ref. 1.7), and on the College of the Canyons web site. Within the past five years, the college also produced the Mission Statement on posters (Ref. 1.12), which were distributed throughout the campus community.

The Mission Statement is reviewed bi-annually by the College Planning Team. It serves to guide the strategic planning, facilities planning, academic planning, budget planning, and program review.

Vision Statement:

"College of the Canyons Is dedicated to enhancing our reputation as a leading two-year college, recognized locally, regionally and statewide for technical advancement, institutional effectiveness, student support, model academic and professional programs, excellence in teaching and learning, and the sense of community that we provide to our students and staff."

As reflected in the mission, the institutional purpose is to provide educational programs for:

- Achievement of associate degrees in art and science
- Transfer preparation to baccalaureate institutions
- Career and workforce preparation to prepare students to participate in the global economy
- Promotion of economic development and job growth in the Santa Clarita Community College District
- Cultural enrichment, lifelong learning, and life skills

Through bi-annual reviews by the College Planning Team, the college ensures that the Mission Statement accurately reflects the community and its unfolding needs. Many college committees, including the Curriculum Committee, the Classified and Academic Staffing Committees, and the President's Advisory Council-Budget (PAC-B) regularly use the Mission Statement to guide decision-making, set priorities, and develop plans. A recent survey indicates that 100 percent of administrators, managers, and supervisors expressed an awareness of and familiarity with the Mission Statement (Ref. 1.8).

Colleges of the Canyons' values guide the mission and form the philosophical foundation for our institutional purpose:

- **Teaching and Learning**
  We honor and reward high performance in teaching and learning.
- **Respect for All People**
  We foster a campus climate characterized by civility, collegiality, and tolerance. We encourage honesty, integrity, and social responsibility.
- **Partnership with Community**
  We create relationships providing the foundation of success for chosen current and future partnerships with local schools, colleges and universities, businesses, government, and social agencies. These partnerships advance the educational, intellectual, artistic, civic, cultural, and economic aspirations of our surrounding community.
- **Excellence**
  We set the highest standards for ourselves and support the professional development of faculty, staff, and administrators.
- **Creativity and Innovation**
  We provide an environment conducive to innovation and creativity. We encourage members of the college community to embrace changes that will enhance the college's mission.

Self Evaluation:

The Mission Statement encompasses all current credit, non-credit, and not-for-credit programs and broadly defines institutional purpose.

Planning Agenda:

None.

1.2 The Mission Statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.

Descriptive Summary:

The Mission Statement of College of the Canyons defines the students the institution serves and promotes the substantive personal growth and intellectual progress of all its learners capable of educational growth and development. The Mission Statement is published in the College Catalog, Schedule of Classes, Decision-Making at College of the Canyons, Fact Book, Beyond the Year 2000 (Ref. 1.5), and many other public documents (see 1.11), as well as on the COC Internet web site.

To identify and assist students who will profit from an educational experience, the college has committed its own resources as well as sought alternative support funding for student programs. Current programs include: Progressive Adult College Education (PACE); Disabled Students Programs and Services (DSP&S); Mathematics, Engineering, Science Achievement (MESA); Cooperative Work Experience (CWEE); CalWorks; Honor Societies; New Horizons; Extended Opportunity Programs and Services (EOPS); Cooperative Agencies Resources for Education (CARE); TEACH; concurrent enrollment for high school students; contract education; Community Extension; Service Learning; International Students Program (ISP); as well as our Teaching, Learning, and Computing (TLC) lab.

Self Evaluation:
Many broad based programs designed to meet the educational goals and interests of the students are in place.

Planning Agenda:
None.

1.3. Institutional planning and decision making are guided by the Mission Statement.

Descriptive Summary:
Planning and decision-making occur through a system guided by the Mission Statement, which is the foundation of the *Strategic Plan.* The Mission Statement also guides several other planning documents. They include *Decision-Making at College of the Canyons* (Ref. 1.9), the *Educational and Facilities Master Plan* (Ref. 1.6), and the *Technology Master Plan* (Ref. 1.10).

The Board of Trustees, Superintendent/President, Administrators, and classified managers refer to these documents in making decisions that impact the overall instructional program, student services, and the budgetary process.

Self Evaluation:
The Mission Statement is accessible to administrators, faculty, staff, and students through the documents listed above, the catalog and class schedule, the college web site, and campus posting in the Admissions office and other locations. Along with the Vision and strategic goals statements, the Mission Statement guides planning in all segments of our collegial consultation governance system.

Planning Agenda:
Include the Mission Statement as part of the employment orientation process.

1.4 The institution evaluates and revises its Mission Statement on a regular basis.

Descriptive Summary:
The college regularly evaluates and revises its Mission Statement. The Mission Statement was revised in 1995, 1997, and 1999. The College Planning Team initiates and oversees the evaluation and revision of the Mission Statement and publishes it to the campus community.

Self Evaluation:
While there is no clearly specified timeline to guide future reviews of the Mission Statement, the college regularly evaluates and revises the Mission Statement.

Planning Agenda:
In response to the changing needs of the students and the community, the college will continue the practice of reviewing, and when appropriate, revising the Mission Statement on a regular and an as-needed basis via the College Planning Team.

Standard One References

1.1 Mission Statements 1995, 1997, and1999
1.2 Vision Statement
1.3 College Catalog
1.4 College of the Canyons Fact Book
1.5 Beyond the Year 2000 (Strategic Plan)
1.6 Educational and Facilities Master Plan
1.7 College of the Canyons at-a-Glance
1.8 Accreditation Surveys: Administrators, Managers & Supervisors, Faculty, and Staff, Spring 2002
1.9 Decision-Making at College of the Canyons
1.10 Technology Master Plan
1.11 Vision 2000
1.12 Mission Poster

Standard 2

Photo by Brian McBride "Quad"

Institutional Integrity

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.

2.1. The institution represents itself clearly, accurately, and consistently to its constituencies, the public and prospective students through its catalogues, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.

Descriptive Summary:

The college has developed a team approach to the development of its publications, production of which is managed by a cross-departmental design team. Each semester separate functional teams meet to evaluate the previous semester's schedule, and each year teams meet to evaluate the previous year's catalog. The design team manages most other publications with the content reviewed by the Public Information Office (PIO). The design team includes representatives from Instructional Resources, Public Information, Graphic Design, Reprographics, Faculty and Student Services, with other representatives on an as-needed basis. The PIO, with strong support from the Superintendent/President's office, is working with Reprographics so that all college publications, including newsletters, brochures, and similar marketing materials, are reviewed before printing to ensure they are current, consistent, appropriate, and accurate. All materials are proofed several times before printing. Broadcast information, such as radio and television advertising and programming on community access stations, is managed by the Public Information Office, so that information is consistent, accurate and professional. In general, when television crews come to campus on a news story, they contact the PIO to make arrangements and that office takes responsibility for providing clear, accurate information.

The Superintendent/President initiated the establishment of a separate web design and maintenance team to manage the college's web site. This team includes representatives from the technology department, including the Executive Dean of Institutional Development and Technology, Network Manager, and the technical Webmaster; the Public Information Office, including the director and the Marketing/Publications Officer; and the college's Graphic Design Department. Representatives of other groups participate on an as-needed basis. The college's web site was completely redesigned during the 2001-2002 year to make it more attractive, cur-

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.

rent, easier to use, and compliant with the guidelines of the Federal Rehabilitation (Section 508) Access Compliancy Regulations. Maintaining current information is a challenge, and individual departments are responsible for updating and managing information in their pages, while the Web Design Team is responsible for accurate and current information in the institutional pages. A continuing effort is made to work with departments and faculty to ensure that all pages and links meet federal requirements for accessibility. All of the institutional-level pages met requirements by June 2001. Faculty with web pages are provided assistance with accessibility compliancy through FLEX program workshops and informational material that has been created by the college's Webmaster and the accessibility specialist. Departmental and faculty web pages will also be evaluated by use of specially designed software to measure compliance with accessibility guidelines.

The sections of the college's web site that contain class schedule information are updated on a daily basis, starting on the day the publication goes to print. Consequently, as instructors, times, and locations change, and classes are added or cancelled, the web site version is the most recent and most current version of the schedule available. The catalog pages on the web site are updated annually when the new printed version is sent to press. A key component of the college's web site is its Intranet area which can be accessed by all college staff. This site provides a wealth of information, including meeting dates, agendas, and minutes from many college committees, a variety of forms, board policies, PowerPoint presentations for college and community meetings, and other key information of interest and need to staff (Ref. 2.1). The Intranet site is maintained by the college Webmaster and all staff are provided notice when material is made available through the Intranet. The Intranet provides an effective resource for college staff to locate key information about the college, thus assuring accuracy and consistency in information.

Another effective vehicle for the conveyance of critical information is provided by means of the reports provided through the Office of Institutional Development and Technology. This office, which has the lead responsibility for institutional research, regularly distributes to college staff the results of surveys and studies that provide the basis for college planning and decision-making. The general categories of reports developed by the Office of Institutional Development include surveys, evaluations, and research reports. Any report is available to college staff through the office, and copies of reports are distributed to college committees and organizations that initiate the report or have a special interest in the material. As an indication of the college's commitment to make use of accurate and current data in its planning and decision-making processes, the office completed 32 projects or reports between July 1, 2001 and June 31, 2002 (Ref. 2.2). The printed Schedule of Classes was completely redesigned during the last two years to make it more accessible and more useable by current and prospective students. The process of developing it is reviewed and refined every semester by the Dean of Instructional Services and the divisional deans. Errors are noted and corrected so they are not perpetuated.

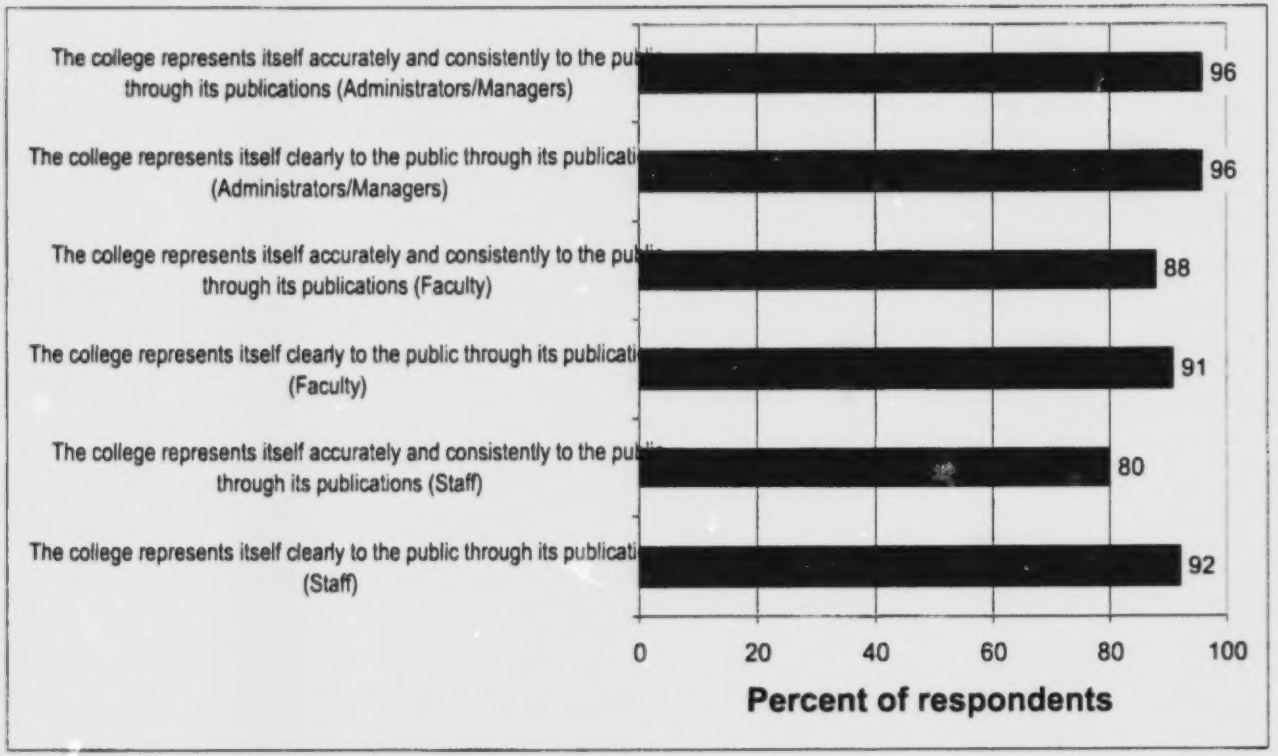
The College Catalog was also redesigned in Fall 2002 to make it more accessible and easier to use. Program information was separated from class descriptions and a better format was developed to make finding and reading information easier. A development and production process has been developed through which the catalog is carefully reviewed several times by faculty, department chairs, division deans, the Dean of Instructional Services and her staff, matriculation, counseling, the curriculum coordinator, student services, and instructional resources staff. The catalog then is proofed by four appropriate staff members before going to press. Implementation of the Web Curriculum Management System (Web CMS) has allowed the college to standardize and update course outlines. Faculty review all course outlines via Web CMS to ensure that they are correct and consistent with the catalog. This has made the process of curriculum development, writing, and approval clear and easy for faculty; it also minimizes errors. The printed version of the *College of the Canyons Catalog* (Ref. 2.3) is as precise, current, and accurate as possible given time constraints and contains the college's:

(a) educational purposes in the form of its mission, vision, and philosophy;
(b) degrees, curricular offerings, educational resources, and course offerings;
(c) student fees and other financial obligations, student financial aid, and fee refund policies;
(d) requirements for admission (see pages 10-11), and for achievement of degrees, including the academic calendar and information regarding program length; and
(e) the names of administrators, faculty, and governing board.

In February 2002, an additional full-time position was added to the PIO Office. This position serves as a sports information director to help ensure that accurate information concerning athletics is conveyed to the public.

Self Evaluation:

To a large extent the processes put in place have been successful in ensuring that information about the college is clear, accurate, and consistent. Data from the *Accreditation Surveys: Administrators, Managers and Supervisors, Faculty and Staff, Spring 2002* (Ref. 2.2) indicate that 96 percent of administrators, managers, and supervisors agree or strongly agree that "the college represents itself clearly to the public through its publications," while 92 percent of faculty and staff agree or strongly agree with the statement (se chart below). Similarly, 96 percent of administrators, managers, and supervisors agree or strongly agree that "the college represents itself accurately and consistently to the public through its publications," while 80 percent of staff and 88 percent of faculty strongly agree or agree with this statement. These two statements received among the highest percentages of agreement of all statements surveyed.



Faculty, Staff, Administrators, Managers, and Supervisors perceptions of the degree to which the College represents itself clearly, accurately, and consistently

As desktop publishing has become easier and more available, maintaining the district's publications standards has become more of a challenge. Many faculty and staff members are interested in being directly involved in the design of such material as departmental letterhead, logo, brochures, web pages,

and informational materials. To meet this challenge, the college is becoming more stringent in applying its process. When an employee brings non-instructional materials to Reprographics for duplicating or printing, the items are forwarded to the PIO for review and approval before printing. Web pages present an additional challenge, as faculty and staff want to design and create their own homepages, and often vary from the college's design standards, guidelines, or formats. For pages to be loaded onto the college's server, they must be uploaded and linked by the college Webmaster.

A similar process has been put in place through which the Webmaster and the PIO review pages for accuracy, consistency, and clarity and to ensure that they meet Federal Rehabilitation Act, Section 508 access compliancy regulations. Because many pages were designed and linked long before the process was put in place, the college has purchased software that searches throughout its web site for pages that are not compliant. When such pages are located, the department or person responsible is notified and provided assistance with redesigning the pages for compliancy and providing current, accurate information. Deadlines must be met or the pages will be unlinked. Although this process is still being finalized at this time, it will allow the official college web site to move towards a higher level of clarity, accuracy, and consistency.

Planning Agenda:
Provide presentations to all managers via the Management Advisory Council (MAC) and to faculty via Professional Development workshops to more broadly disseminate information about the publication development and review processes and to increase understanding of the purpose and value of these processes.

2.2. The institution has a readily available governing-board-adopted policy protecting academic freedom and responsibility which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning process.

Descriptive Summary:
The faculty and College of the Canyons Board of Trustees affirm the importance of academic freedom by creating and upholding institutional policies protecting that freedom. District policies governing academic freedom and professional intellectual responsibility are stated in Board Policy: Guaranteed Freedom of Speech (*Board Policy 614*) and Collegial Consultation (*Board Policies 23, /245*) (Ref. 2.5).

The present policy is a result of discussions held with the Academic Senate and faculty. Board Policy manuals are located in administrative offices, archived in the college library, with the Academic Senate officers, and with the faculty bargaining unit officers. The Academic Senate has sponsored and provided several workshops on academic freedom as part of the faculty FLEX Program. Also, new faculty members are provided an introduction to the topic and the college's policy as part of the New Faculty Orientation Program held each semester. In addition to the policy statements on academic freedom, faculty regularly review courses and textbooks for bias

and prejudice through the curriculum development and approval process. Faculty are encouraged to make a regular review of textbooks and to screen textbooks for currency and objectivity.

Self Evaluation:
The college's policy on academic freedom is readily available to all faculty. It strongly promotes a college atmosphere protective of academic freedom. Through this policy, the college offers an opportunity for the exchange of ideas and for the examination of diverse principles and values. The development of an extensive New Faculty Orientation Program has provided the opportunity to immediately acquaint faculty with fundamental policies such as academic freedom. However, time constraints in the orientation program have limited the extent of discussion concerning academic freedom. The Academic Senate reviewed and studied the current statement on academic freedom in 1998, and at that time it was agreed that the statement adequately addressed the protection of academic freedom.

Planning Agenda:
The New Faculty Orientation Committee will expand the training for new faculty to include a discussion of academic freedom.

The Academic Senate will conduct a review of the college's statement on academic freedom during the 2002-2003 academic year.

2.3 Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.

Descriptive Summary:
The primary factors used to evaluate the promotion of these principles are by student evaluations and peer review. As part of the evaluation and tenure process, faculty are observed and reviewed by students, faculty, and administrators. The student reviews are used in the collaborative process of peer review that takes place in the adjunct and full-time evaluation processes, thereby providing a measure from both the students' and the peer evaluator's perspectives of the evaluated instructor's adherence to an objective and unbiased presentation of the course material. When an instructor is assigned a specific course, the course outline is provided to the instructor. The course outline has been developed by the faculty and approved through the Curriculum Committee. The faculty member is expected to follow the guidelines provided in the course outline, which include criteria for methodology, course objectives, evaluation, and required texts. Staff are expected to present information in a fair and objective manner in the context of their assignments.

Self Evaluation:
The professional standards of faculty, administrators, and staff of the college incorporate the intent of this standard for fairness and objectivity. A general code of ethics developed by the Association of California Community College Administrators (ACCCA) is provided to all administrators and managers in the College of the Canyon's Administrative Handbook (Ref.2.6.). These standards are also implemented and rein-

forced by the process of collegial consultation between individual faculty members and departments as integrated into the entire academic structure, and especially the tenure process. Students of the college perceive faculty and staff as modeling positive ethical values and behaviors as evidenced by the agreement rate of 70 percent for students with the statement from the *Accreditation Survey: Students, Spring 2002*, "The faculty and staff serve as role models with regards to responsible and ethical behavior" (Ref. 2.7).

Planning Agenda:
None.

2.4 Institutions which strive to instill specific beliefs or world views, or to require codes of conduct of faculty, administrative and support staff, or students, give clear prior notice of such policies.

Descriptive Summary:
As a public two-year community college, the college has no specific beliefs or world views that it promotes or attempts to impose on its student community. The college presents itself through its Mission Statement as "a learning-centered community college that provides academic education and workforce training at the lower-division level to all capable of profiting from instruction. The faculty and staff promote substantive personal growth and intellectual progress of learners by combining time-proven concepts with the latest technological advances" (Ref. 2.3, page 5). The college provides the students its current code of conduct and responsibility in various publications, including the *College of the Canyons Catalog* (Ref. 2.1), the *College of the Canyons Class Schedule* (Ref. 2.8), and the *Student Handbook and Academic Planner* (Ref. 2.9). Faculty provide notice of student conduct policies specific to individual classes by means of the class syllabus provided to each student. Additionally, it is the practice of the Dean of Student Services to provide any student alleged to have violated the Student Conduct Code with a copy of the code.

As for faculty, a comprehensive presentation of the college's policies and procedures is provided in the *College of the Canyons Faculty Handbook* (Ref 2.10). The current handbook was last published in 2001 and is regularly updated. Faculty are also provided copies of the current collective bargaining agreement.(Ref. 2.11) and may be provided clarification of college policy through their union or administrative supervisors. College employees are informed of major changes in board policy that effect them prior to approval by the Board through their representative on the College Council.

Self Evaluation:
Through its publications, the college clearly provides students and faculty all information relative to expectations of codes of conduct. Indeed, 87 percent of recently surveyed students either agreed or strongly agreed with the following statement: *"I am aware of COC's policy for academic dishonesty (cheating and plagiarism")* (Ref. 2.7). Faculty and staff also indicated their positive evaluation of the availability of personnel policies and codes of conduct, as evidenced by a 71 percent agreement with the statement: *"I know where to access personnel*

policies and procedures when I need them" (Ref. 2.4).

Planning Agenda:
None.

2.5 The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation.

Descriptive Summary:
The governing regulations for student conduct specifically addressing dishonesty, including cheating and plagiarism, are published in the *Schedule of Classes* (Ref. 2.8), as well as in *the College Catalog* (Ref. 2.3), where the processes of disciplinary action and sanctions are thoroughly explained. Student attention to academic honesty is further reinforced in a more detailed manner in the syllabi provided by faculty to their students.

The college's FLEX Program has provided a number of workshops concerning the issue of academic honesty and the process for handling violations of the principles. For example, the FLEX Schedule Spring 2002 provided two workshops directly related to student honesty and ethics: *Keeping 'em Honest* and *Academic Integrity, and Moral Community* (Ref. 2.12). Additionally, special concerns regarding academic honesty in the context of distance education have been included in FLEX workshops for online teaching.

Self Evaluation:
Evidenced by the student response cited above (Section 2.4, Self Evaluation) regarding awareness of college policies for academic dishonesty, the college is doing a good job in providing student awareness of the college's policies and procedures. Nevertheless, many faculty believe that students are often unaware of what types of acts are judged by our instructors as academically dishonest or in violation of student conduct policy. A review of college publications (the catalog and class schedule) that specify academic dishonesty policies shows that students are provided adequate information about their rights and procedures if they were found to have violated the rules of academic honesty, but are not provided clear examples of what constitutes a violation of these rules. The description of academic dishonesty rules and procedures is further supported by the orientation provided for new students. The orientation process is currently being revised so as to be offered online. A strong emphasis will be placed on providing a definition and examples of academic dishonesty.

Planning Agenda:
None.

2.6. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary:
The college's commitment to the understanding of and concern for issues of equity and diversity is clearly stated in its philosophy statement that accompanies the Mission Statement in the College Catalog. It is also published on the college's web page under Mission/Vision/Goals. The Mission

Statement is posted in key administrative and student service offices throughout the campus.

In practice, the college demonstrates its concern for students from diverse backgrounds. Services for students with disabilities include Disabled Students Programs and Services (DSP&S) programs. For non-traditional students, services are offered through Educational Opportunities Programs and Services/Cooperative Agencies Resources for Education (EOPS/CARE), CalWorks, and New Horizons. Instructional programs for non-traditional students are available through Distance Education and Progressive Adult College Education (PACE) programs. Needs of culturally diverse students are met by the International Students Program (ISP), English as a Second Language (ESL) Program, and the Mathematics, Engineering, Science Achievement (MESA) Program. Infusion of a growing number of international students has broadened the scope of concern for and understanding of diversity among all segments of the campus community. New courses specifically concerned with issues of diversity have been developed in various disciplines, including sociology, business, English, philosophy, political science, dance, and communication studies. The faculty continue to enhance their understanding of campus equity and diversity issues through various FLEX programs. Activities such as the Women's Symposium, the Cultural Heritage Committee, and the Spanish Language Institute promote understanding of diversity on this campus and the community in general. The biannual International Film Festival is a popular venue for continued campus dialogues on diversity among faculty, staff, and students.

The Human Resources Office provides regular opportunities to faculty, staff, and administrators for training on hiring procedures to eliminate potentials for bias from the selection process. A trained person is assigned to each selection committee to ensure the integrity of the hiring process. Like procedures at all other California community colleges, the hiring procedures at College of the Canyons have been affected by the recent California Community Colleges Chancellor's advisory directive which has suspended affirmative action. The college will complete its staff diversity plan once the Chancellor's Office issues its guidelines.

Self Evaluation:

The college has greatly expanded instructional programs in various disciplines to provide more opportunities for students to learn about the diverse and multicultural world in which they live and work. As the result of a strong commitment by the college, diversity among its faculty, as well as the overall college staff, has steadily increased over the last five years. For example, the percentages of male and female full-time faculty are 48 to 52, respectively. In Fall 1996, the college full-time faculty were 94 percent White. As a result of the efforts to improve diversity, the percentage has been reduced to 82 percent. The largest increase was in Latino faculty members, who increased from 1 percent in Fall 1996 to 8 percent in Fall 2001. A similar progression can be seen in viewing the change of the make-up of the entire full-time staff: in 1996, minorities made up 14.8 percent of college employees, while in Fall 2001, minorities made up 30 percent of full-time college employees. The college continues to broaden the applicant pools through job announce-

ments in professional publications that target specific segments of the population as well as in general professional publications. With the opening of the ACCESS Site to offer instructional programs away from the main campus, the college expects a larger number of diverse students to enroll in its instructional programs. Indeed, the student population has already changed considerably, moving from 92 percent White in 1970 to 54 percent White in 2001 (see table below). The ethnic distribution of the student population mirrors that of residents of the district service area for the following ethnic groups: Asian/Pacific Islander, African American, Filipino, Latino, and Native American (difference were observed for White, other, and unknown/decline to state). Future studies will be needed to monitor the enrollment figures for the ACCESS Site. The college's official publications on its web pages are now fully compliant with Federal Rehabilitation Act, Section 508 requirements. Faculty pages and departmental publications are scheduled for review for full compliance with that requirement. Moreover, the college has begun to publish its key policy statements in Spanish. The college awaits clarification from the Chancellor's Office concerning hiring practices while employment opportunity guidelines are being reviewed.

	1970*	1980*	1990	2000	2001
Asian/Pac Islander			4%	5%	6%
African American	2%	2%	2%	4%	4%
Filipino			2%	3%	3%
Latino	5%	10%	11%	19%	19%
Native American			1%	1%	1%
Other	1%	7%	2%	6%	6%
White	92%	81%	79%	56%	54%
Unknown/Declined to State			0%	7%	7%

Historical Changes In Ethnic Distribution Of Students.

*Asian/Pac Islander, Filipino, Native American and Unknown not reported as separate groups during these periods.

Planning Agenda:
The college will incorporate new state guidelines on staff diversity into the college's strategies for addressing diversity of its faculty, staff, and students once the Chancellor's Office issues them.

2.7 The institution demonstrates honesty and integrity in its athletic programs.

Descriptive Summary:
The athletic department at the college operates under the policies, procedures, and guidelines set forth by the Commission on Athletics (COA) and the Western State Conference (WSC). These two organizations have established codes that govern the conduct of all participating athletic departments. The college is represented at the state level by the CEO, who serves as representative for the WSC on the California Community College Commission on Athletics Board of Directors, and will also chair the group's committee on Gender Equity in 2002-2003. Athletics are under the supervision of the Dean of Student Services and the Dean of Physical Education/Athletics, who serves as the Athletic Director. They are responsible for monitoring compliance with established code, and for ensuring that the practices of the athletic department are consistent with the college's goals and philosophy. The COA requires yearly in-service training for all coaching staff with verified attendance (forms R-1, R-2), to help ensure compliance through communication and continuing education. Standard topics at these training sessions include state recruiting and decorum policies.

The WSC conducts periodic program reviews of all participating colleges. The review process follows the model of the general accreditation of the college, but is specific to the athletic department. The last WSC athletic program review was conducted in Spring 1997. The next review is scheduled for Spring 2004.

The college currently offers students opportunities to participate in 16 intercollegiate sports (7 for men and 9 for women):

Men	Women
Cross-Country	Cross-country
Baseball	Softball
Basketball	Basketball
Swimming	Swimming
Golf	Golf
Football	Soccer
Track & Field	Track & Field
	Volleyball
	Water Polo

The college is required by the COA to submit an annual gender equity report, the Equity in Athletics Disclosure Act Form (Ref. 2.14). This form compares participation rates to that of full-time student enrollment. The form also compares expenditure of funds between male and female sports teams.

Full-time staff play a significant role in promoting stability and integrity on the fields and in the classroom. Currently the college has full-time staff in the following sports: men's football, men's golf,

women's golf, men's basketball, women's water polo, men's swimming, women's swimming, men's cross-country, women's cross-country, women's soccer, women's volleyball, women's track and field, and men's track and field. Only two athletic teams, women's softball and basketball, have part-time staff in head coaching positions. Additionally, the college employs a full-time academic counselor to help the coaching staff monitor and ensure the academic success of student-athletes. The academic counselor tracks the transfer and matriculation rates of the student-athletes on a yearly basis to help ensure that athletes are completing their academic responsibilities in a timely manner.

The college has worked very hard from 1997 to present to review its performance regarding gender equity in athletics and to integrate into its program for athletic expansion an appropriate balance of opportunities for men and women in athletics. In the last 5 years, the college has made remarkable progress in areas related to Title IX and gender equity. According to the college's Title IX Review (Ref. 2.15.) of 1997, with 12 athletic programs, there were 77 (56 percent) full-time male participants and 60 (44 percent) female participants. In the meantime, the college added four new sports, men's football, women's water polo, women's soccer, and women's golf. Thus, even with the return of football, according to the latest complete Gender Equity Report, Fall 2000-Spring 2001 (Ref. 2.16), the college had increased to a 49 percent participation level of women (139 women athletes), versus 51 percent male (144 male athletes). These results provide concrete evidence that the college has been able to achieve the goals that it had established in the blueprint for athletic expansion as set out in the aforementioned Title IX Review, 1997.

In addition to providing equity in participant opportunities, the college has also achieved related goals concerning overall budget and spending for men's and women's teams. Lastly, the college has taken into account gender equity as it develops plans for building expansion and renovation. The women's teamroom in the present facility is scheduled for renovation beginning in Spring 2003; new facilities that are in the planning stages will provide up-to-date facilities that will be of direct benefit to women's volleyball and other team sports.

All new student-athletes attend orientation sessions that inform them of their academic and athletic responsibilities. They are also provided with information regarding athletic department policy, academic support, and are introduced to all pertinent athletic staff.

Self Evaluation:

The overall growth of the program (four new sports in four years), the high ratio of sports with full-time coaches on staff (14:2), and the creation of the Division of Physical Education/Athletics in the college's recent move to a new divisional dean administrative structure have all been significant developments with respect to the level of honesty and integrity with which the athletic department operates. The addition of the new sports programs have enabled the college to better meet the needs of its students and the community at large by providing more opportunities to participate for both men and women. The addition of more full-time faculty/coaching po-

sitions has increased accountability and involvement in the campus governance and committee structure by the athletic staff. Involvement in the campus governance and committee structure has also been enhanced by the new divisional representation on the Academic Senate, the Curriculum Committee, and other key committees.

The addition of a full-time academic advisor for athletes has provided greater assistance in helping to ensure that athletes meet their academic goals and eligibility requirements. Although tracking of student-athlete transfer rates began in the 1997-98 academic year (Ref. 2.17), the process is still being refined to produce more accurate data. Transfer numbers for the 2000-2001 academic year indicated that 124 of the 283 athletes (45 percent) at the college transferred to a four-year institution (Ref. 2.18). Transfer data for 2001-2002 are not yet available. The Superintendent/President serves on the Commission on Athletics Board of Directors and is chairing the recently reinstated gender equity committee.

Planning Agenda:

The Office of Institutional Development and Technology, in cooperation with Athletics, will develop, administer, and publish a survey that allows the college to determine the level of academic success of its student-athletes. Athletics will apply the results of this study to determine the need for any changes in its support programs for student-athletes.

2.8 The institution demonstrates honesty and integrity in its relationships with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and self study requirements.

Descriptive Summary:

The college sees accreditation as an ongoing process. In 1999 the college completed its Midterm Accreditation Report and has integrated the results of this study into many areas of our planning processes. The college takes the accreditation process very seriously and makes every effort to comply with commission policies, guidelines, and self study requirements. Announcements soliciting participation of administrators, faculty, and staff were widely circulated beginning in Spring 2001. The college placed the task of coordination of the accreditation process with the Vice President of Instruction who has had extensive experience in working effectively with the Commission. Committees were established for each of the ten standards and the chairs of these committees serve on the Accreditation Steering Committee. The standards committees are composed of faculty, students, administrators, and staff of the college who represent the diverse population of the college. The participation of the committees is premised by the belief that careful and candid self study is an essential component for the improvement of institutional effectiveness and quality of education. The standards committees have researched their particular standards carefully, consulted with the appropriate college departments, and met on a regular basis to create a self study that accurately and critically depicts the college's institutional effectiveness.

The members of the Accreditation Steering Committee participated in additional training to ensure

the quality of the study. Prior to the first meeting of the Steering Committee, members attended a workshop, "Your Role in the Accreditation Process," led by Gari Browning, Associate Director, Accrediting Commission for Community and Junior Colleges, as part of the college's Leadership Training Program. The workshop provided an overview of the accreditation process as well as practical hands-on activities useful to writing the accreditation study. Subsequent meetings of the Steering Committee allowed committee members to plan the process and to review and coordinate the work of the standards committees. The Steering Committee, in coordination with a faculty member-editor, has provided the required reports to the Accreditation Liaison Officer who prepares and submits these reports through which the college's compliance with Commission standards is affirmed.

Self Evaluation:
The college continues to comply with the Commission standards and requirements in the current self study. The organization for the self study is both effective and broad-based. The various standard committees have addressed the standards by identifying not only the strengths of the college, but also those areas where improvement is needed. As part of the 2002 Accreditation Self Study process, surveys were distributed in Spring 2002 to college staff and students (Refs. 2.4, 2.7). These survey results, as well as the previously completed research and studies produced and published by the Office of Institutional Development, have been shared with the standards committees and have been used for the self evaluation and planning sections for the individual standards.

Planning Agenda:
An ongoing Accreditation Study Committee will be established by the college to more effectively respond to the midterm report and to prepare for the change of emphasis in the new accreditation standards.

2.9 The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services.

Descriptive Summary:
The college has a number of processes through which it regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services. A special publication, "Decision-Making at College of the Canyons," is available to all employees (Ref. 2.19). It contains descriptions of planning and decision-making processes, collegial consultation, and committee/team/taskforce work, as well as an overview of governance provisions of Title 5. The Academic Senate participation in collegial consultation is defined in Section 345 of the Santa Clarita Community College District Policy Manual (Ref. 2.5).

In pursuit of its commitment to continued improvement changes in the college's regulations, policies, and practices can originate from several different sources and processes. Those that are mandated and originate from the state Board of Governors and Chancellor's office are distributed to all colleges,

generally to the Superintendent/President, the Vice President, or the deans in the areas impacted. The highest-level administrator responsible for policy in an area solicits input and evaluates what changes or additions need to be made in district policy to be in compliance with the state regulations. Changes recommended by accreditation reports enter the evaluation and change process after consideration by the College Planning Team and Executive Cabinet. Instructional programs undergo program reviews annually, and non-instructional programs undergo program reviews every three years, rotating on an annual basis. Consequently, evaluation takes place regularly as a result of program reviews that are connected to the college's values, mission, philosophy, and college-wide strategic goals. These are used to generate college-wide and departmental annual plans, budgets, curricular revisions and additions, and district priorities. These dynamic and regular reviews ensure that the college has integrity in all its representations about its mission, programs, and services, keeps focused on the emerging needs of the community and responds accordingly.

Recommendations concerning policies and practices also originate through the collegial consultation process, from the Academic Senate, COCFA, Classified Coordinating Council, CSEA, Associated Student Government (ASG), from campus groups such as the College Planning Team (CPT), and the Management Advisory Council (MAC), and college administrative units.

Recommendations for policy changes must move through college planning structures as described in the decision-making handbook (Ref. 2.19), and are forwarded to the College Council for evaluation and recommendation. The Council makes recommendations to the Superintendent/President who forwards the new or changed policies to the Board of Trustees for action.

The College Planning Team has the primary responsibility for promoting coordination within the collegial consultation process. The CPT evaluates the district's Mission Statement, philosophy, and strategic goals every two years in order to ensure integrity in all representations about its mission, programs, and services. When an evaluation indicates a need for revision, the statements are revised by an ad hoc committee that refers revisions to those involved in the decision-making processes.

In order to ensure their integrity and accuracy, evaluation and revision of the College Catalog and Schedule of Classes are conducted on an annual basis, managed by a cross-departmental Design Team, with timelines, checklists, and sign-off approvals. The new web-based Curriculum Management System is reducing errors and making the process of developing and documenting curriculum smoother and more accurate. In addition, the college hired a full-time employee, the Instructional Support Coordinator, who is dedicated to managing and coordinating development of the content for the Catalog and Schedule of Classes to ensure consistency and accuracy.

Other publications are evaluated and revised on varying schedules, depending on content and use. The Design Team and the Public Information, Marketing and Communication Office review publica-

tions to ensure integrity and consistency with information in other college publications, and to see that they are current and accurate. As an example, the college's Mission Statement is printed on posters, in the Catalog, the Schedule of Classes, the decision-making handbook, and numerous other brochures and publications. Whenever the Mission Statement is revised, the Design Team undertakes the task of including the revisions in new editions of all publications in which it appears. Some key publications that have been developed or revised in the last few years include the Administrators' Handbook, Decision-Making Handbook, Educational and Facilities Master Plan, Strategic Plan, College Viewbook, Decade Report to the Community, PACE brochure, TEACH brochure, Concurrent Enrollment brochure, CACT/ETI brochures and publications, Community Extension schedules, and the 30th Anniversary Commemorative Book, Create Our University Center Guidebook and pamphlets, and programs brochures for Occupational Programs including Journalism, Architecture, Business, Library Media Technology, Welding, Hotel and Restaurant Management, Engineering, Animation, Administration of Justice, Commercial Photography, and Nursing (Refs. 2.6, 2.19- 2.31).

Design Team members also serve on the college's Web Design Team, helping the college maintain consistency between printed and electronic publications.

Self Evaluation:

The college prides itself on comprehensive, regularly scheduled, systematic evaluation and planning processes for revision of policies, procedures, and publications. The processes for evaluating policies and practices have been institutionalized and work very well, including distribution of revisions to the campus and the public. The college's handbook, Decision-Making at College of the Canyons (Ref. 2.11), and the Faculty and Administrators' Handbooks (Refs. 2.23, 2.12) are key to keeping all constituencies informed about evaluation and policy revision processes and practices. The College Planning Team has been an effective committee in coordinating the processes and seeing that evaluation and revision move forward.

The process of evaluating and revising the Schedule of Classes and College Catalog are also institutionalized, with funding dedicated to management of the process. These documents are improved every year. However, input from students regarding the format of the Schedule of Classes has been difficult to gather. The PIO has conducted focus group interviews with students and subsequently made a number of changes to the printed Schedule of Classes, primarily moving the class sections to the very front of the publication, creating color coding for the edges of pages to make information easier to find, and providing a "how to use this publication" letter at the front. During summer 2001, the PIO conducted a written student survey on the Schedule of Classes to get updated input on how students use the schedule and how to improve it (Ref. 2.24). The survey indicated considerable student satisfaction with the schedule, with the exception of the summer schedule, which was confusing because of the multiple start and end dates and numerous sessions. Students have also indicated frustration in knowing when a class is offered off campus. The schedule has

been redesigned this year to emphasize session dates, class start dates, and class locations.

The online publication of the Schedule of Classes provides daily updates for accuracy of information. As soon as the publication is sent to the printer, the Webmaster has uploaded it to the college's web site. Changes in offerings, such as room or instructor changes, additions, and deletions, are updated on a daily basis, providing users with the most current information available. In summer 2002 the college implemented its new online registration system. The new system will create changes in publication of the online schedule that will provide additional up-to-date information. The college requires authorization signatures for non-instructional materials to be printed, approvals for web page links, software to locate out-of-compliance web pages, and management of broadcast and news releases by the PIO.

Planning Agenda:
None.

Standard Two References

2.1 College of the Canyons Intranet- www.coc.cc.ca.us/intranet
2.2 Office of Institutional Development Memo, "Reports and Briefs", Kathleen Curtis, 7/2/02
2.3 College of the Canyons 2001-2002 Catalog
2.4 Accreditation Surveys: Administrators, Managers and Supervisors, Faculty and Staff, Spring 2002
2.5 Santa Clarita Community College District Board Policy Manual
2.6 Administrators' Handbook
2.7 Accreditation Surveys: Students, Spring 2002
2.8 College of the Canyons Class Schedule Spring 2002
2.9 Student Handbook and Academic Planner
2.10 Faculty Handbook
2.11 Collective Bargaining Agreement with the Santa Clarita Community College District
2.12 College of the Canyons FLEX Schedule, Spring 2002
2.13 Office of Institutional Development Study, "COC Diversity", Scott Dixon, July 2002
2.14 Equity in Athletics Disclosure Act Form
2.15 College of the Canyons Title IX Review, July 1997
2.16 Equity in Athletics Disclosure Act Form, Spring 2001
2.17 WSC Athletic Program Review–Spring 1997
2.18 WSC Athletic Program Review–Spring 2001
2.19 Decision-Making at College of the Canyons
2.20 Educational and Facilities Master Plan
2.21 Strategic Plan
2.22 College Viewbook
2.23 Decade Report to the Community
2.24 PACE Brochure
2.25 TEACH Brochure
2.26 Concurrent Enrollment Brochure
2.27 CACT/ETI Brochure
2.28 Community Extension Schedules
2.29 30th Anniversary Commemorative Book
2.30 College of the Canyons Faculty Handbook
2.31 "Help Us With Our Schedule of Classes!" August 27-31, 2001, Public Information Office

Standard 3

Photo by Ron Densford "Determination"

Institutional Effectiveness

BEST COPY AVAILABLE

The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes that can be validated by objective evidence.

A: Institutional Research and Evaluation

A.1 Institutional research is integrated with and supportive of institutional planning and evaluation.

Descriptive Summary:

The Office of Institutional Development and Technology (IDT) supports planning, evaluation, strategic initiatives, funding allocation processes, and advocacy activities of the college and district through involvement from office staff and regular publications, providing the institutional research to support institutional planning and evaluation. To support planning undertaken by the various district and college committees and teams, divisions, and departments, the office produces or assists in the production of several types of publications. Research Briefs (Ref. 3.1) are short (generally 2 page) descriptions of various important topics such as progress of institutional effectiveness measures. Evaluation Briefs (Ref. 3.2) typically provide short summaries of specific projects on campus, including their primary focus or goals, activities accomplished to date, and progress on outcome indicators to date. Both Research Briefs and Evaluation Briefs are intended to be easy to read, inform diverse audiences on campus and interested off-campus groups, and help improve our efforts. To date, topics of Research Briefs have included:

- English placement and enrollment patterns,
- Completion and transfer rates,
- Partnership for Excellence indicators,
- Student-Right-To-Know indicators,
- Interest in Sunday course offerings, and
- Concurrent enrollment.

Evaluation Briefs have been completed for the following programs:

- Math, Engineering, Science Achievement (MESA),
- Academy of the Canyons (AOC), TEACH (Teaching Reading Development Partnerships), and
- Project CREATE.

These Research and Evaluation Briefs have been useful in informing planning efforts and focusing areas in need of improvement. For example, several briefs have been useful to the Santa Clarita Community College District and William S. Hart Union School District's joint planning team, informing common issues involving new freshmen, Academy of the Canyons students, and concurrently enrolled students.

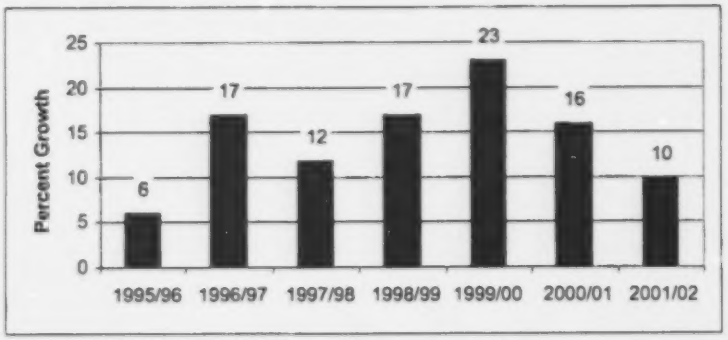
The Office produces a Fact Book (Ref. 3.3), which contains the following types of information and trends:

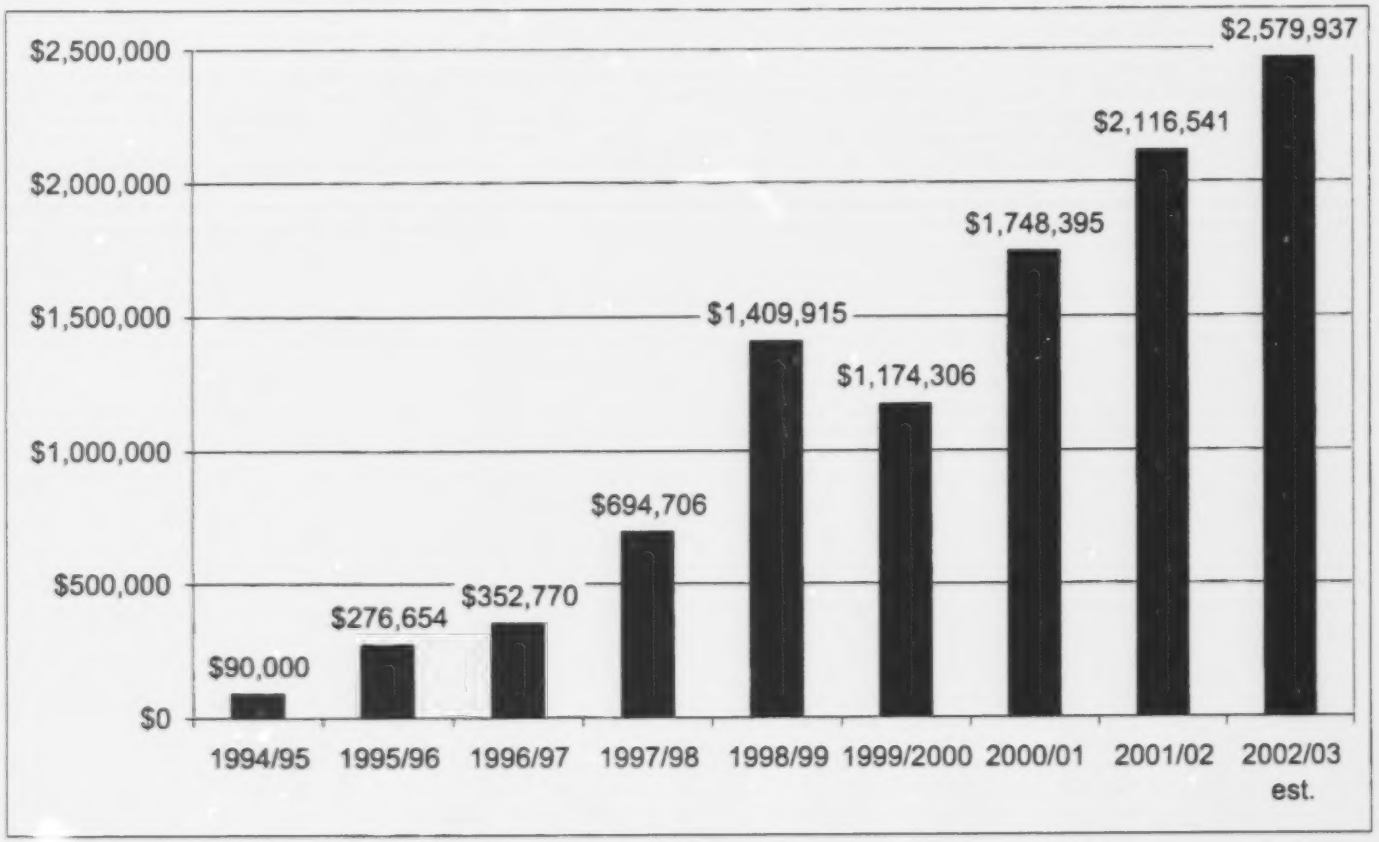
The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes that can be validated by objective evidence.

- Characteristics of the community served by the college;
- The college's Institutional Values, Mission, and Strategic Goals;
- Demographic characteristics of students and staff; and
- Institutional outcome indicators.

The office also produces research reports, summarizing surveys of students, faculty and staff, and community members, and other measures of institutional effectiveness. Additionally, the office produces ad hoc reports that address specific data needs of departments, divisions, committees or teams, and the Superintendent/President. The office assists the Instruction Office, divisions, and departments in the production of Annual Academic Program Reviews (Ref. 3.4) of every academic program on campus. For non-instructional departments, the office works with other college staff in producing non-instructional program reviews (Ref. 3.5). These data have been instrumental in assisting the college to increase its growth factor (an average of 16 percent annually for the past six years—see Funded FTES Growth chart), secure approval for several major new facilities, impact state funding formulas, assist the City of Santa Clarita in its economic development initiatives, increase grant revenue from $50,000 a year to $2,500,000 per year (see Grant Revenue Increase chart), and assist our legislators in Sacramento. Recently, the Office of Institutional Development has assisted the Superintendent/President in developing initiatives to build a University Center. This "idea" has turned into a $10 million capital campaign with an interim center that currently offers 13 baccalaureate, masters, and doctoral programs.

Actual Funded FTES Growth





Grant revenue increase: 1994/95 to 2002/03.

With regard to involvement in planning and evaluation activities and integration of research results into the daily and strategic initiatives of the college, the Executive Dean of Institutional Development and Technology participates in.

- Executive Cabinet
- Cabinet
- Management Advisory Council
- College Planning Team
- Enrollment Management Team
- Asset management efforts
- Institutional Advancement Team
- Partnership for Excellence Committee
- Persistence and Success Committee
- Educational Master Plan Committee
- Facilities Master Plan Committee
- Technology Committee (co-chair)

Other office staff members participate in the College Planning Team, President's Advisory Council-Budget (PAC-B), and also co-chair the Technology Committee.

In addition to participating in these planning teams and producing these reports, the office participates in the evaluation of nearly every grant-funded project on campus and assists committees or other departments in producing planning documents, such as the Educational and Facilities Master Plan (Ref. 3.6), the Strategic Plan (Ref. 3.7), Decision-Making at College of the Canyons (Ref. 3.8), and the VATEA Core Measures Report (Ref. 3.9), each of which has been revised within the last three years. Lastly, the office conducts surveys of diverse groups, including faculty, staff, administrators, community members, and students (see Ref. 3.10 for a list of all research reports, including all surveys that have been conducted recently).

Self Evaluation:
The Office of Institutional Development and Technology is the conduit and source of initiative for the college's staff and workgroups in integrating research with planning and evaluation. Materials produced by the office are timely, professional, and revealing. However, they are not yet easily accessible to the college family as a whole. While considerable information is available on the web and CDs, improvement can be made in communicating the location of the information and expanding the breadth of resources available.

Planning Agenda:
The college will expand access to Institutional Research Evaluation Briefs, Research Briefs, and reports to college staff and faculty by placing all documents on the Intranet and sending an all-campus e-mail notifying staff and faculty when reports are placed on the Intranet. Additionally, the college's Profile Sheet (Ref. 3.11) and other commonly requested information will be made available on the college web site.

The office will pursue additional sources of information to inform planning (e.g. student surveys identifying areas of concern or transcripts and other records identifying patterns of student need based on prior experiences).

A.2. The institution provides the necessary resources for effective research and evaluation.

Descriptive Summary:

The Office of Institutional Development and Technology is led by the Executive Dean. Staff members engaged in institutional research and evaluation include:

- Senior Research Analyst (classified administrator),
- Institutional Research Analyst (classified staff),
- Administrative Assistant IV (classified staff).

The Executive Dean reports to the Superintendent/President. The Senior Research Analyst, Institutional Research Analyst, and Administrative Assistant positions were all added since 1997. The Executive Dean position was upgraded from assistant dean, adding MIS and Computer Support Services to the office. Inclusion of the MIS Department and Computer Support Services within the Office of Institutional Development and Technology leverages resources. Equally important, the focus of the office is on using information to support decision-making, rather than merely maintaining systems.

Since 1997, the college has also purchased and implemented Datatel, a management information system that integrates data from diverse segments of the college, including students, courses, and faculty/staff. While an exhaustive list of the system elements is too lengthy to include here, some sample elements include: student background characteristics, participation in supplemental services (e.g. tutoring, etc), student performance in every course enrolled, course characteristics (e.g. instructional delivery mode, instructor, time, days, location), and faculty data, including teaching load, education, gender, and ethnicity. Full implementation of the system supports access to and use of high quality information.

Self Evaluation:

The district provides necessary resources for research and evaluation. The commitment and investment in staff and the new information system allow the college to focus on using information for planning and decision-making, rather than focusing on obstacles to using information. Furthermore, integration of the MIS, planning, and research functional areas assists the college in effectively informing decision-making with data. This has the advantage of leveraging resources, maintaining a focus on using information to inform planning, and eliminating many obstacles, such as timeliness, access, and territorialism that sometimes obstruct effective use of information.

Planning Agenda:

None.

A.3. The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purpose.

Descriptive Summary:

The college evaluates how well its accomplishing its mission and purpose by:

- Reviewing objectives set forth by administrators and program plans,
- Research and evaluation studies,
- Comparative data with statewide trends,
- Assessment of enrollment management trends,
- Progress to achieving Partnership for Excellence and Student-Right-to-Know Goals.

As listed in section A.1, the Office of Institutional Development and Technology produces a variety of reports on institutional effectiveness, including Fact Books (Ref. 3.3), Research Reports (Ref. 3.10), program reviews (Refs. 3.4, 3.5), and Research and Evaluation Briefs (Refs. 3.1, 3.2). These documents draw from surveys, management information system (MIS) data, Chancellor's Office reports, and other external reports to the extent that they provide evidence of the institution's progress towards accomplishing its mission and purpose. The information collected addresses a broad range of important issues. Sample indicators include:

- student access,
- transfer rates,
- graduation rates,
- course retention and success rates,
- vocational education enrollments,
- basic skills, and
- success in careers after graduation.

Since many groups on campus are engaged in the planning processes, the College Planning Team (CPT) oversees planning efforts of the college. This group is comprised of a broad range of individuals. In addition to overseeing and integrating planning across the college, the CPT evaluates the college's effectiveness in attaining the short-term goals and making progress towards long-term goals and ensures that planning processes across the college are tied to the Educational and Facilities Master Plan (Ref. 3.6), the Strategic Plan (Ref. 3.7), and the Technology Master Plan (Ref. 3.12). The CPT makes recommendations to the Executive Cabinet. Annually, the Superintendent/President and Executive Cabinet members review progress for each of their areas and set goals for the upcoming year in collaboration with their respective staff members, typically through annual program plans (Annual Academic Program Reviews [Ref. 3.4] and non-instructional program reviews [Ref. 3.5]). In addition to these planning functions, the college has been building program evaluations into every new grant-funded project. Within this context information is produced that informs ongoing planning and improvement efforts as well as summative outcome information.

Self Evaluation:

The mission and purpose of the district are understood well by all college staff, faculty, and students as evidenced by survey results. A survey recently assessed the familiarity of administrators/managers, faculty, and staff with the college's Mission Statement, and the degree to which the Mission Statement, Vision Statement, and Strategic Plan provide a useful framework (Ref. 3.13). All of the administrators and managers indicated that they are familiar with the Mission Statement and that the above-mentioned statements are useful. Similarly, 92 percent of faculty and 80 percent of staff also indicated that the statements are useful frameworks. The college further assesses its effectiveness through other

previously mentioned documents, such as the Fact Book, program reviews, Research Briefs, reports, and discussion of issues in Executive and Full Cabinet and various other forums on campus.

It is important to note that the college uses this information to further refine how it achieves its mission. For example, to assess access, surveys are conducted which ask students when they want classes, on what days they want classes, and what kind of classes they want (Ref. 3.14). The college is now experimenting with adding Sunday classes in response to the above surveys. This is one example of how the college uses evaluation as a tool in achieving its mission. Other examples of surveys administered to inform decision-making on a variety of fronts include: nursing alumni (including their current employers), the University Center (surveys of community members and local businesses), occupational program, student survey on syllabi, and flex evaluations.

Planning Agenda:
None.

A.4. The institution provides evidence that its program evaluations lead to improvement of programs and services.

Descriptive Summary:
As was described in previous subsections, program evaluations are conducted for every area on campus, whether through Annual Academic Program Reviews (Ref. 3.4) or non-instructional program reviews (Ref. 3.5). Each of these program reviews is incorporated into the broader planning contexts of the college. When problems are identified, recommendations are made and changes implemented. Nearly every major change at the college is directly tied to a specific planning effort. For example, the Educational and Facilities Master Plan (Ref. 3.6) clearly indicates that enrollment projections will exceed the capacity of the current physical plant. These data, along with a decade of setting the stage, laid the groundwork for the college to consider the feasibility of passing a local General Obligation (GO) Bond to address the lack of facilities. After a favorable feasibility study, the Superintendent/President recommended that a GO Bond be placed on the Ballot (Ref. 3.15), and the bond measure passed on November 6, 2001 with a 68 percent approval rate.

Enrollment projections also determined that parking, which was already impacted, would continue to be a major obstacle for students. Based on this, 1650 new parking space were created and opened in August 2001.

Limitations of the MIS system identified in the program review led to installing new hardware and software changes that are currently in progress, but have already led to measurable improvements in performance and usability. More specifically, bottlenecks in telephone registration have been greatly reduced with the speed of the hardware and the upgrades to the software. Furthermore, online registration and payment processing has been implemented to further complement the registration and payment options for students.

In 1998, a survey was conducted of students to determine their interest in programs delivered at alter-

native times. Based on the students' responses, the Progressive Adult College Education (PACE) program was developed and implemented, allowing students to pursue courses in the evening and on weekends.

In another survey for Title IX, students were asked to indicate their interest in intercollegiate athletic programs. Based on these results and the Title IX proportionality study, athletics was expanded to include women's golf and water polo.

More recently, a series of surveys was conducted to determine students', community members', and local businesses' interest in baccalaureate, masters, and doctoral programs. Based on level of interest expressed in the surveys, the college decided to pursue the development of a University Center. Surveys continue to refine programs offered in the University Center.

Self Evaluation:
The college produces annual program reviews (Refs. 3.4, 3.5) each year, initiated by department chairpersons of the divisions of the district. Each program is able to succinctly state its mission, how it will achieve its mission, and what it will take in district resources to achieve the mission. Data from Annual Academic Program Reviews are also used to modify course offerings each term and inform decisions about which full-time faculty positions should be proposed for the following year (based on loads, etc.).

As mentioned above, the district is aware that there is a demand for classes to be scheduled at non-traditional times and dates and at off-site locations based on the results of surveys it conducts. From the reviews, course offerings are regularly added to accommodate the students' expressed needs. It is evident from these examples that the district is working to improve its programs and services.

Planning Agenda:
None.

B. Institutional Planning

B.1. The institution defines and publishes planning processes and involves appropriate segments of the college community in the development of institutional plans.

Descriptive Summary:
The college has a history of extensive planning for the past 14 years, which drives efforts that result in improved educational opportunities and student success. The following are some benefits of the college's emphasis on planning:

- Planning with both a knowledge base and a coherent set of tools enables us to analyze complex situations in a context that is meaningful and useful for us.
- Planning is a way to stretch people's thinking and explore our future creatively and with people that would not occur if processes were not in place.
- Planning enables us to identify, in advance, challenges that may be problematic for us and to explore solutions to minimize threats and maximize opportunities.

- Planning is a way to organize data and information into useful forms.
- Planning is a way to define and encourage close consideration of interrelationships between people and resources that exist, as well as those that don't, but should.
- Planning is a dynamic process that permits members of the college community, both internal and external stakeholders, to discuss, explore solutions, and make continual adjustments in response to our ever-changing environments.

Despite the college's accomplishments over the past 33 years, we are challenged to refine our action strategies so that we can more effectively achieve our goals, our sense of pride, and the commitment to excellence that each of us exhibits. As we plan, our approach to leadership hinges around the following principles:

1. Our operations and infrastructure and our teaching and learning processes will need to continue to improve.
2. As we improve, we will not lose sight of our primary mission, our impact on students, our commitment to excellence, and our shared vision beyond the year 2000.
3. As we seek to constantly improve upon our current ways of providing access to quality education, we will base that quest for improvement on a sense of pride that is well deserved for what we have accomplished and what we are now.

What is the process at COC?

All planning processes are driven by the college's statement of mission, values, and philosophy. As we engage in the systematic process, we:

- Reflect on research and external information, such as outcomes information, self-studies, research reports, program review data, enrollment patterns, workforce trends.
- Consider the implications of state policies.
- Assess changes in the community that impact the college's programs and services.
- Identify potential resource development opportunities.

Departments play a central role in planning, driving college-wide planning and budget development, program development, and other services. At the same time, departmental plans are influenced by college-wide plans, reflecting institutional foci and priorities. Every academic department completes a program review annually. Non-instructional programs complete program reviews at least once every three years.

The college has several college-wide planning processes, including the Educational and Facilities Master Plan, Technology Master Plan, staffing and diversity plans, the Five-Year Construction Plan, enrollment management plans, and the Strategic Plan. Operational planning is driven by the college's Strategic Plan, which is revised every two years. The Strategic Plan includes Strategic Goals, and is used by all college divisions, departments, and work units to develop strategic objectives (action statements) that determine short-term directions and future plans of the district.

As we revise departmental and college-wide plans, we:

- Continue the internal dialogue on priorities.
- Engage external audiences in the dialogue.
- Build internal and external coalitions for change.

Departmental and college-wide plans are used to develop new programs and services and improve existing ones. Importantly, the plans drive financial resource allocation through the budget process. Ar-

eas not engaging in systematic planning receive lower priority in the budget development process.

The college publishes and revises Decision-Making at College of the Canyons (Ref. 3.8) every three years, which describes how the college teams work together to plan at COC. The explosive growth, birth of new programs, adaptation, and evolution of existing programs to meet the needs of the current context make developing a practical guide to planning a taxing task. Nevertheless, the college has produced and regularly updates the decision-making guide. The guide includes a description of the following:

- Governance Philosophy
- Institutional Values
- Mission Statement
- Planning Processes
- Strategic Goals
- Organizational Structure
- Governance Relationships
- Shared Governance Teams
- Operational Teams
- General Comments Regarding Processes
- Overview of AB 1725
- Policies Regarding Shared Governance
- Hiring Procedures

For every team involved in decision-making, a description of their charge, membership, and role in decision-making is included in the guide. As is indicated in the guide, diverse segments of the college (including students, faculty, staff, administrators, and members of the Board of Trustees) are involved in decision-making and the planning teams, such as:

- President's Executive Cabinet
- College Planning Team
- Academic Senate
- President's Advisory Committee-Budget (PAC-B)
- Facilities Master Planning Team
- Enrollment Management Team
- Associated Student Government
- Matriculation
- Academic Calendar
- Parking
- Design
- Institutional Advancement
- Technology
- Staffing
- Bookstore/Cafeteria

Many of these teams are part of the collegial consultation process, while others are advisory, operational, or ad hoc as is needed to accomplish their goals. While each of these teams has a specific charge, the College Planning Team is responsible for overseeing planning at the college and coordinating the results of efforts and initiatives across teams. CPT also develops themes for the year such as:

- Redesigning,
- Partnerships
- Creating a sense of community
- Connecting communities

These themes provide the organizational impetus across the campus to pursue common values.

Self Evaluation:
A significant shift in the planning process since 1996 has been to focus many planning activities. Engaging Executive Cabinet and College Planning Team in annual reviews of progress and setting goals for the upcoming year that are well connected with the current year's theme, the Strategic Plan, the Educational and Facilities Master Plan, and the Technology Master Plan, is critical. At the same time, the decision-making processes at the college continue to encourage and support all segments and departments in the planning process. Faculty, students, administrators, management, and staff are encouraged to be involved, and their participation in the planning process has been productive. Stakeholders have expressed strong support and satisfaction with planning, as expressed in a recent survey of students, faculty, and staff (Ref. 3.13). The vast majority of managers/administrators, faculty, and staff indicated that they understood how to get involved in college-wide planning. In fact, 8 out of 10 faculty and 7 out of 10 staff indicated that they understood how to get involved in planning. Given that 71 percent of faculty and staff have been hired in the past five years, these results are noteworthy.

Planning Agenda:
None.

B.2 The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.

Descriptive Summary:
As is defined in Decision-Making at College of the Canyons, the college's planning processes are driven by departmental program evaluations and reviews--Annual Academic Program Reviews (Ref. 3.4) and non-instructional program reviews (Ref. 3.5)-- with continual reference to the college's Strategic Plan (Ref. 3.7). Through these processes, priorities for improvement are identified in collaboration between members of the department and their respective Executive Cabinet members. Some departmental priorities have fiscal and/or staffing implications. If this is the case, requests are made to the President's Advisory Committee-Budget or one of the two staffing committees (classified or faculty). While every member of the college community has an important role in integrating plans, the College Planning Team and Executive Cabinet members have special roles in this integration. Executive Cabinet members integrate plans within their areas of responsibility and work together to integrate across areas. The College Planning Team is responsible for overseeing planning at the college and providing the impetus and input to move processes along where needed.

Self Evaluation:
The college has made substantial progress toward the use of evaluation and planning to improve programs and services. The Superintendent/President and Executive Cabinet communicate the importance of instructional and non-instructional program reviews for the purposes of planning and budget. In fact, in 1999 during FLEX, the Superintendent/President and Vice-President of Instruction and Student Services conducted four program planning workshops as an activity of the College Planning Team. This triggered the development of annual program plans for all instructional programs. More recently, in 2002, the Vice-President of Instruction

and Student Services and Executive Dean of Institutional Development and Technology conducted a workshop for instructional and non-instructional program reviews. The instructional reviews include measures of student success, faculty load, and financial efficiency.

In the survey mentioned above (Ref. 3.13), 63 percent of all faculty and 91 percent of administrators, managers, and supervisors said they use institutional research in their office/department planning. Likewise, 85 percent of faculty and staff said that evaluation processes encourage improvement of the college.

As mentioned previously, considerable attention has also been paid to focusing planning activities. Annually, the college, through the Executive Cabinet, reviews progress and, together with the College Planning Team, re-evaluates strategic goals and foci for the upcoming year. Furthermore, the CPT has begun identifying a theme to further help focus efforts. These efforts have resulted in maintaining a high level of activity with an improved focus that has enabled the college to attain great accomplishments, including: passing the local GO bond, successfully receiving over $2.5 million in grant funding for FY 2002, serving more than 200 local employers through the Center for Applied and Competitive Technologies/Employee Training Institute, modifying curriculum and creating new instructional programs, expanding athletics, improving key services such as online registration and payment processing, campus patrol and re-entry services, improving assessment and orientation services, increasing the assignable square footage of COC facilities from 207,036 to 281,706 (before passing the local bond), and most importantly, providing high quality higher education opportunities to 12,726 students, an increase of 85 percent since 1996.

Planning Agenda:
None.

B.3 The institution engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve programs and services.

Descriptive Summary:
As described in section B.1., all planning is coordinated by the College Planning Team and focused on enhancing educational opportunities and student success. Since 1997, the college has created and integrated the following institutional plans:

- *Educational and Facilities Master Plan* (Ref. 3.6)
- *Strategic Plan* (Ref. 3.7)
- *Five-Year Construction Plan* (Ref. 3.16)
- *Annual Academic Program Review* (Ref. 3.4)
- *Non-Instructional Program Review*
- (Ref..5)
- *Technology Master Plan* (Ref. 3.12)

Each of these plans is developed by appropriate constituents, including shared governance committees for college-wide or district-wide plans, in collaboration with the respective administrator involved in implementation. The *Educational and Facilities Master Plan* (Ref. 3.6) and *Strategic Plan* (Ref. 3.7)

specify three- to five-year educational, financial, physical, and human resource plans. Additionally, annual or biennial plans directly reflecting educational planning include the Enrollment Management Plans, *Annual Academic Program Review* (Ref. 3.4), and *non-instructional program review* (Ref. 3.5), especially for support services. These plans drive financial and human resources planning, which results in specific faculty, staff, and budget recommendations each year. The *Five-Year Construction Plan* (Ref. 3.16) is also developed from the educational planning documents. The *Technology Master Plan* (Ref. 3.12) is developed in concert with the *Educational and Facilities Master Plan* (Ref. 3.6) and *Strategic Plan* (Ref. 3.7) and addresses educational, financial, physical, and human resources related to technology use.

Self Evaluation:
The college has effectively integrated many planning processes and documents, including the recently completed *Educational and Facilities Master Plan* (Ref. 3.6), into action plans. The college continues to institutionalize the planning and budget processes within its culture of collegial consultation. As indicated in the descriptive summary, multiple plans are routinely produced by committees and must accompany budget and staffing requests.

Virtually all resource utilization is guided by planning and evaluation. Eighty-eight percent of faculty and staff said that the college's Mission Statement, Vision Statement, and Strategic Plan provided the framework for the college. In addition, 81 percent of faculty said they are aware of how to get involved in college-wide planning and decision-making through the Academic Senate (a strong proponent of planning) (Ref. 3.13). Again, this is remarkable given that 71 percent of faculty and staff have been hired in the past five years.

However, two areas for improvement manifested themselves through this survey. Only 63 percent of faculty indicated an awareness of departmental financial planning and budget development. Over the past five years, mandatory workshops have been conducted for all department (cost center) managers. Even so, interest in additional workshops may reflect new changes implemented since previous workshops and newly hired personnel.

Planning Agenda:
The college will develop workshops to train department chairs and other budget managers on how to use new online resources. Also, new budget managers and department chairs will be provided workshops to help them develop an understanding of financial planning and budget processes. These workshops and training sessions will be conducted on an ongoing basis.

C. Institutional Outcomes Assessment

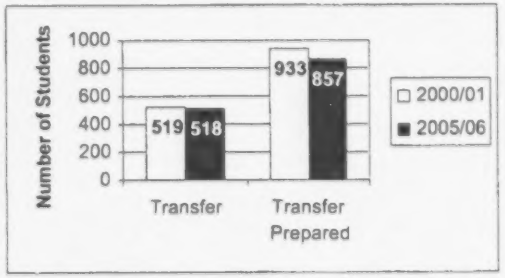
C.1. The institution specifies intended institutional outcomes and has clear documentation of their achievement.

Descriptive Summary:
College of the Canyons employs several sets of institutional outcomes in monitoring progress, including system-wide measures (such as Partnership for Excellence, Student–Right-To-Know) and locally

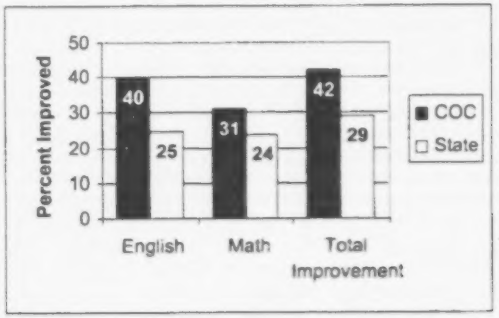
connected to the system-wide measures, yet provide additional information that has diagnostic or predictive utility as well as being sensitive to the local context (note that a more exhaustive listing of these indicators can be found in the Research Briefs (Ref. 3.1), Evaluation Briefs (Ref. 3.2), Fact Book (Ref 3.3), program reviews (Ref 3.4 and 3.5), Strategic Plan Notebook (Ref. 3.7), VATEA Core Measures Report (Ref 3.9), and Research Reports (Ref. 3.10). The five Partnership for Excellence (PFE) broad indicators (Ref. 3.17) transfer and transfer prepared, attainment of associates degrees and certificates, successful course completion rates, vocational education enrollments, and basic skills drive PFE efforts as well as other efforts on campus.

For example, the following two figures depict some of the PFE indicators. The first figure depicts the number of COC students who transferred or were transfer-prepared in 2000-01 compared to the state-determined goals for 2005-06 (note COC already exceeds the state set goal). The second figure illustrates the change in PFE basic skills indicators compared to improvements statewide.

Number of transfer and transfer-prepared students compared to the 2005/06 goal.



Basic skills improvement: 1999/00 to 2000/01



The PFE transfer indicators are consistent with Student-Right-To-Know (SRTK) indicators (Ref. 3.18) and Extended Student-Right-To-Know (ESRTK) indicators (Ref. 3.19), although specified slightly differently. Several PFE indicators also are used in Annual Academic Program Reviews (Ref. 3.4) and, when appropriate, non-instructional program reviews (Ref. 3.5). Other indicators augment these key indicators in each of the planning documents, including the Fact Book (Ref. 3.3), and documents used for grants development (see Title 3 Strengthening Institutions Grant Application [Ref. 3.20]) as are needed and appropriate. Most notable are dissaggregations of data by gender, ethnicity, age, concurrent enrollment, and participation in various programs. For example, the following two figures show outcome measures that were used in evaluating the Academy of the Canyons and Tutoring, Learning, Computing (TLC) Lab. One of the outcome measures is positive community perception of the college through periodic research such as the recent studies for Bond Measure C (Ref. 3.21) and the University

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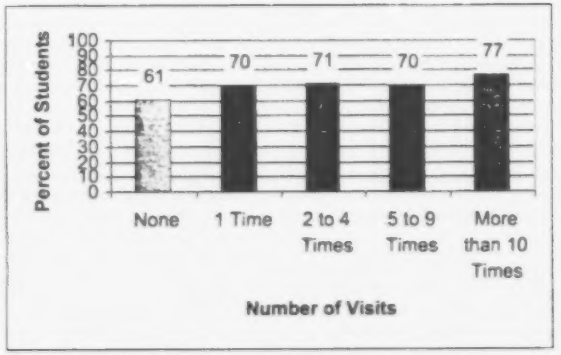
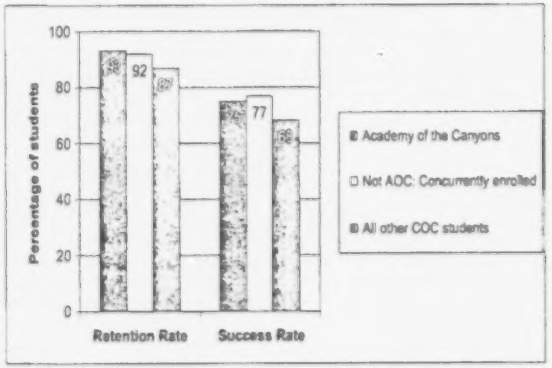
Center (Ref. 3.22), both of which indicated strong positive attitudes

Comparison of retention and success rates for Academy of the Canyons, Concurrently enrolled (non-AOC), and other COC students enrolled in the same classes: Fall 2001.

Comparison of success rates for students receiving TLC services to students not receiving services in the same courses: Spring 2000.





The student outcome measures are further augmented by indicators of the college's Strategic Goals (Ref. 3.7). On a regular basis, with the leadership of members of Executive Cabinet and all other administrators, the college reviews its Strategic Goals, identifies critical aspects of the goals and indicators of success, and measures progress towards attaining the institutional goals. These goals also help connect long-range institutional planning with more short-term office and departmental plans and annual budget and staffing requests.

Annually, the college compiles a list of institutional accomplishments. These lists complement and provide a context to interpret the outcome measures. For the past six years, these lists have been summarized in the Decade Report (see Ref. 3.23).

Self Evaluation:

The institution has maintained a high level of activity over the last two years in identifying key indicators of institutional outcomes. These key outcomes have been well documented in several outstanding publications, including *Evaluation Briefs* (Ref. 3.2), *Research Briefs* (Ref. 3.1), and the *Partnership for Excellence Report* (Ref. 3.17).

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Planning Agenda:
The college will continue to expand measures of institutional outcomes and measures of success for programs, students, and other characteristics, such as characteristics of instructional delivery.

C.2. The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.

Descriptive Summary:
Several means are used to communicate evaluation and planning activities to the public. Data from evaluations are commonly presented at public board meetings, especially joint meetings with the City of Santa Clarita or the William S. Hart Unified School District and a broad range of presentations made at other meetings in the community, including the Valencia Industrial Association (VIA), Rotary, Kiwanis, the Chamber of Commerce, and the School to Career Consortium. Written communications are also prepared. As noted previously, *Research Briefs* (Ref. 3.1) and *Evaluation Briefs* (Ref. 3.2) are disseminated to interested members of the community. A more lengthy publication, *Bottom Line* (Ref. 3.24), is also produced for the public. Several times a year, a Superintendent/President's Letter (Ref. 3.25) is produced and sent to several hundred community members. Many divisions and programs, such as the Vocational Education division (Ref. 3.26) and the TEACH project (Ref. 3.27), also produce newsletters and distribute them to community members. Press releases (Ref. 3.28) prepared on a regular basis often contain outcome indicators. In 2000-01, over 1000 news articles appeared in the local papers, highlighting the quality of the college to the community. Finally, every household in Santa Clarita receives a Schedule of Classes (Ref. 3.29), which contains outcome indicators from the Student-Right-To-Know Act.

Self Evaluation:
The institution consistently and comprehensively communicates information gathered in its evaluation and planning activities. The dissemination of information is accomplished through written publications, online, through public board meetings, and in communicating with staff and volunteers in over 75 local entities with which we have partnerships.

Planning Agenda:
None.

C.3. The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.

Descriptive Summary:
Institutional research efforts and most evaluation processes are coordinated through the Office of Institutional Development and Technology (IDT). The processes are reviewed annually, through IDT's non-instructional program review (Ref. 3.30). The review includes a summary of goals and activities accomplished in the previous year, results from a survey of all faculty and staff on the utility of information provided for their planning processes, and goals for the upcoming year. The IDT's program review is avail-

able to anyone and is specifically reviewed annually by the Superintendent/President.

Self Evaluation:
In recent years the college has been taking appropriate measures to review and update its processes for assessment of institutional effectiveness. The Office of Institutional Development and Technology has accomplished this through the hiring of personnel, constant review of goals and activities, and Faculty and Staff Accreditation Surveys. In Spring 2002, faculty and staff were surveyed as to the extent to which they agreed or that there is an adequate amount of information or data available for office/department planning purposes (Ref. 3.13). Although 71 percent of administrators, managers, and supervisors and 72 percent of faculty members already indicated adequate amounts of information are available, the Office commits to working with the campus community in expanding access to and use of information for planning purposes.

Planning Agenda:
None.

Standard Three References

3.1 Research Brief:
- # 1: Literacy, May 2001
- # 2: Completion Transfer Rates, May 20001
- # 3: Partnership for Excellence, October 2001
- # 4: Partnership for Excellence - Student Right to Know, December 2001
- # 5: Sunday Course Survey, April 2002
- # 6: Concurrent (K-12) Enrollment at College of the Canyons, February 2002
- # 7: Transfer to UC/CSU & Student Right to know (1998 Cohort), June 2002
- # 8: Transfer to UC/CSU and Student-Right-To-Know, June 2002

3.2 Evaluation Brief:
- # 1: MESA, January 01
- # 2: Academy of the Canyons, February 2001
- # 3: TEACH, July 2001
- # 4: CREATE, February 2002
- # 5: Academy of the Canyons, February 2002
- # 6: MESA, March 2002
- # 7: TEACH (COC & AVC), June 2002
- # 8: Industry Driven Economic Development Grant, June 2002

3.3 Fact Book, June 2002

3.4 Annual Academic Program Reviews, November 2001

3.5 Non-Instructional Program Reviews:
Library, Dec 2001
Tutoring / Learning / Computing Lab, Fall 2001

3.6 Educational and Facilities Master Plan, May 2002

3.7 Strategic Plan, September 2001; Strategic Plan Notebook, July 2002

3.8 Decision-Making at College of the Canyons, June 2001

3.9 VATEA Core Measures Report, May 2002

3.10 Research Reports:
- # 101: International Students Program - Fall 2000, January 2001
- # 102: Faculty and Staff Survey – Fall 2000, January 2001
- # 103: Survey of Interest - Canyon Country COC Site, January 2001
- # 104: New Faculty Survey – March 2001, April 2001
- # 105: Occupational Programs Students Survey – Fall 2000, May 2001
- # 106: Tutoring/Learning/Computer Center Retention & Success Spring 2001, June 2001
- # 107: Web Survey – Spring 2001, June 2001
- # 108: Library Student Survey – Spring 2001, August 2001
- # 110: University Center Survey Report – Spring 2001, August 2001

111: TEACH Surveys – Spring 2001, August #2001
112: Nursing Alumni Surveys – Spring 2001, September 2001
113: Occupational Programs Students Survey – Spring 2001, September 2001
114: Partnership for Excellence Program (PFE) Fall 2000/2001, November 2001
115: Flex Evaluations – Spring 2001, November 2001
116: Occupational Programs Students Survey – Fall 2001, January 2002
117: Accreditation Surveys: Faculty & Staff and Students – Spring 2002, March 2002
118: Academy of the Canyons Interim Report, March 2002
119: Syllabus Survey Report Spring 2002, March 2002
120: Occupational Programs Students Survey – Spring 2002, April 2002
121: LVN to RN and RN Alumni Surveys – Spring 2002, April 2002
122: Accreditation Surveys: Administrators, Managers & Supervisors, Faculty & Staff, April 2002
123: Flex Evaluations – Fall 2001, June 2002
124: Flex Evaluations – Spring 2002, June 2002
125: TEACH Surveys – Spring 2002, June 2002

3.11 Profile Sheet, April 2002
3.12 Technology Master Plan, March 2001
3.13 Accreditation Surveys: Administrators, Managers, Faculty and Staff, April 2002
Research Brief #5: Sunday Course Student Survey, April 2002
Approval of Capital Bond Ballot Measure, Resolution # 2001/02-03, SCCCD Board of Trustees meeting, 24 July 2001
3.16 Five-Year Construction Plan, April 2002
3.17 Partnership for Excellence Program Reports, August 2002
3.18 Student-Right-To-Know (SRTK 1998 cohort), April 2002
3.19 Extended Student-Right-To-Know (ESRTK 1998 cohort, August 2002
3.20 Title III Strengthening Institutions Grant Application, March 2002
3.21 Bond Feasibility Study, 2001
3.22 University Center Interest Surveys, August 2001
3.23 Decade Report
3.24 Bottom Line, May 2002
3.25 Superintendent/President's Letter, 2001
3.26 Vocational Education Division Newsletter, May 2002
3.27 TEACH Project Newsletter, 2002
3.28 Press Releases, 2002
3.29 Schedule of Classes, Fall 2002
3.30 Institutional Development & Technology's Non-Instructional Program Review, July 2002

Standard 4

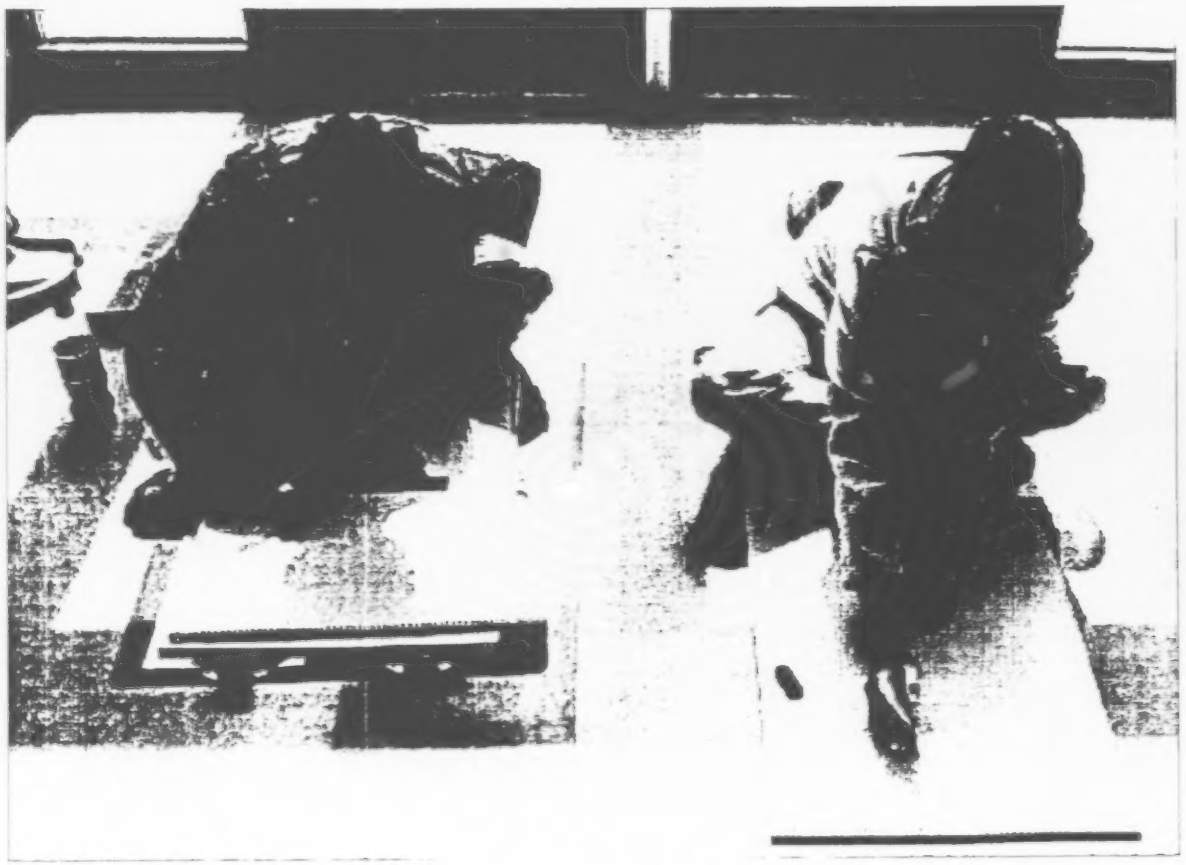


Photo by Jennifer Edmonston "Enlightenment Art"

Educational Programs

The institution offers collegiate-level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.

A. General Provisions

A.1 The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.

Descriptive Summary:

The college currently offers a variety of programs that fulfill the educational needs of its students whether they are pursuing an associate degree, transfer, or a vocational certificate program. To meet community needs and comply with our stated mission, the college offers a comprehensive array of programs approved by the California Community College Chancellor's Office that includes 52 Associate in Arts and/or Science degree majors, 52 transfer majors, 39 certificate programs, plus several Certificates of Completion issued by individual departments. In addition, the college is committed to serving students who are completing lower division major requirements in preparation for transfer to a four year college or university, upgrading job skills, and improving basic skills instruction as well as providing lifelong learning opportunities.

The demographics and economic conditions of the district's service area influence the development and evolution of the academic programs. In 2001, the estimated population of the service area was 202,010 (Ref. 4.1). The ethnic distribution of the population is as follows: White, 69 percent; Latino, 21 percent; Asian/Pacific Islander, 7 percent; and Black, 3 percent. The college's ethnic student population approximates that of the service area: White, 54 percent; Latino, 19 percent; Asian/Pacific Islander, 8 percent; Black, 4 percent; with undeclared or other categories at 14 percent (Ref. 4.2). The unduplicated student headcount, as of Fall 2001, was 12,726. The Educational and Facilities Master Plan of 2002 projects that the student population will increase to over 20,000 by 2010 (Ref. 4.2). In 1999, the estimated median annual income of the service area was $78,199; in 2006, the estimated median annual income is projected to be $87,513 (Ref. 4.3). According to the Office of Institutional Development and Technology, as of Fall 2001, the median age of the student population was 22 years old, the male to female percentage was 48 to 52, respectively, and the most popular academic goal among students was to obtain an associate degree and transfer to a four-year college or university (Ref. 4.4). The college is dedicated to developing and expanding its academic programs, course offerings, and academic and student support areas as student enrollment and demands continue to increase.

Self Evaluation:

The college continues to meet the educational needs of the community. New programs and courses are constantly being developed by faculty to meet the growing needs of the local employment market and

The institution offers collegiate-level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.

the economic development of the Santa Clarita Valley. Since 1997, 88 additional full-time faculty have been hired to accommodate student growth (Ref. 4.5). Since then, new academic programs, certificates, and courses have constantly been developed and offered to meet the needs of a growing community (Ref. 4.6).

New academic programs added since 1996 include Animation, Athletic Training, Biotechnology Computer Networking, Fire Technology, Humanities, Manufacturing Technology, Engineering, Photojournalism, and Si; n Language.

As the Valley's major industry clusters (e.g. technology, aerospace, manufacturing, building, film, entertainment and biotechnology) continue to grow and new ones emerge, the college is committed to continue to provide educational opportunities and to contribute to the economic development of the region.

The non-credit, Community Extension program continues to serve the community and the college through its many partnerships and programs, such as Tuesday Afternoons with the Professors in the Friendly Valley (retirement) Community, Community Learning Services, Community Concert Connections with the Los Angeles Philharmonic Orchestra, and faculty workshops in conjunction with the California Council for the Humanities.

Planning Agenda:
None.

A.2 Programs and courses leading to degrees are offered in a manner which provides students the opportunity to complete the program as announced, within a reasonable time.

Descriptive Summary:
The college offers programs and courses in a variety of times, including day, evening and weekend formats, including distance learning classes taught through television or online, and at different facilities to accommodate students' varied lifestyles and to assist them in attaining their educational goals. The college offers programs and courses year-round, including regular, late-start, and weekend offerings. Numerous summer sessions are available. The annual College Catalog provides comprehensive lists of program requirements, core courses, and options for its many degree and certificate programs. The Schedule of Classes is published in advance of the start of a semester and is also available online to allow students time to plan and prepare to enroll in courses needed to complete their educational goals.

Courses offered in alternate semesters, or by alternate means of delivery are noted in the class schedule. Some classes, especially those in new or specialized programs, as well as in some advanced-level courses taught in sequence, such as Nursing, Design Arts and Technology, and Engineering, are offered even with small enrollments to ensure that students may complete their goals in a timely manner. In addition, course offerings are sequenced and offered on the main campus, as well as off-site at the college's Canyon Country Access site, at the local high schools, at some businesses in the community, at the

Manufacturing Educational Center and in the Valencia Industrial Park. Such considerations maximize the opportunities for students to complete their planned courses of study in a reasonable amount of time.

The college established a Progressive Adult College Education (PACE) program to meet the educational needs of an additional population, typically re-entry or adult students, who because of work or other extenuating circumstances, need to pursue their educational goals in an accelerated format, in the evenings and on weekends, and in an environment supportive of their learning styles (Ref. 4.18). PACE helps students succeed by planning a structured curriculum leading to degree and transfer preparation, guaranteeing these classes will be offered so that students will be able to pursue their goals without interruption, and working closely with transfer institutions to ensure that students are prepared for transfer.

The response to the PACE program has been dramatic, more than doubling in enrollment since its inception. The initial class of 102 students in Spring 1998 doubled to 203 students by Spring 2001. An even more dramatic increase has occurred overall when comparing the Fall 1998 enrollment of 141 with that of Fall 2001 (310) and realizing an increase of 120 percent. The persistence rate of PACE students is another indicator of the success of the program. A PACE cohort from Fall 1998 to Fall 2000 was compared with all other COC students over age twenty-four. Of the PACE students, 50 percent maintained progress toward their goal, while of the other COC students, 14 percent did so (Ref. 4.7).

From the initial two majors or tracks in Liberal Studies and Business Administration, PACE has tripled its options. There are currently two tracks for Liberal Studies, two tracks for Business Administration, one track of Bridge courses (preparatory English and math), and one track for general education requirements.

The general education track provides additional flexibility by also being a distance learning track. PACE offers the only cohesive program through which a student is able to complete the majority of requirements for an associate degree and/or transfer via distance learning. The PACE distance learning courses follow a hybrid model. In order to offer students maximum flexibility, more than half of the instructional hours are delivered via the Internet, while in order to maintain a sense of community, some hours are required in a face-to-face classroom setting. PACE provides the instructors with web-based instructional tools and trains them in the sound pedagogical use of these tools.

The college's first online course, Introduction to Philosophy, offered in Fall 1999, provided the impetus for additional online courses. In Fall 2002, thirty such courses were offered. The courses currently offered in an online format range from specialized courses in departments such as Computer Information Technology, Computer Science, Hotel & Restaurant Management, and Nursing to general education courses in Biology, Chemistry, Economics, History, and Music. In order to ensure the quality of online instruction, the college continues to expand its training of instructors. The Institute of Teaching & Learning offers an intensive online

course for faculty titled "Strategies for Success in Online Teaching." Furthermore, two faculty members and one member of Computer Support Services are participating in a Blackboard Trainer Certification program through the California Virtual Campus, and when completed will, in turn, provide regular distance learning training for faculty.

Self Evaluation:
The college continues to develop new and innovative ways to meet the community's demand for flexible scheduling and location of course delivery. As described above, courses are routinely offered in a variety of formats, delivery methods, and venues as well as at non-traditional hours (including weekends) in order to accommodate students' schedules and learning preferences so that they may complete their educational goals within a reasonable time.

Additionally, over the past two years, the college has made a concerted effort to increase offerings of high demand and basic skills courses by reviewing the wait list histories as an enrollment management tool in building the Schedule of Classes. Additional sections of the same course that run concurrently ("shadow sections") are planned in advance and are available when the demand is shown. These high-need sections are available during summer sessions as well, in part to allow high school students the opportunity to have increased access to high demand and basic skills classes.

Planning Agenda:
None.

A.3 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary:
In the rare instances when a course required for degree and/or certificate completion has been unavailable or eliminated, students are encouraged to meet with a counselor to develop an alternative plan. The counselor evaluates each situation and ascertains whether another course may be substituted to meet the student's program requirements. The counselor then makes a written recommendation for course substitution and forwards the recommendation to appropriate division administrators and/or department faculty representatives for approval.

When academic programs are inactivated, students are given a reasonable period of time to complete the program prior to deactivation or are advised to consider another program choice that accommodates the coursework they have fulfilled to date. Since the last accreditation (or since 1997) only one program, the degree and certificate in Computer Electronics, has been inactivated. When the decision to eliminate this program was made, it was implemented gradually and announced in advance so as not to negatively impact students' educational goals. Advance notice of the elimination of this program was placed in the College Catalog one year prior to course elimination (2000-2001 College Catalog, page 63).

In the past two years, the college has made a major change in academic degree requirements by moving from a general approach of allowing any 18.0 units in a particular discipline to meet associate degree requirements to a specific approach requiring completion of particular courses determined by individual disciplines and approved through the Curriculum Committee for degree completion. These changes have been communicated to students in a variety of methods (e.g. online, College Catalog, meetings with counselors).

Self Evaluation:

As the college has continued to update its curriculum, the need to make appropriate accommodations with and for students is sometimes necessary but not widespread. To reduce any negative impact on their educational progress when courses or programs are no longer available, the college remains flexible in working with students and provides a variety of means to meet student needs, such as substituting different, often newer and more current, course options, or by providing credit by exam and/or independent study.

Planning Agenda:

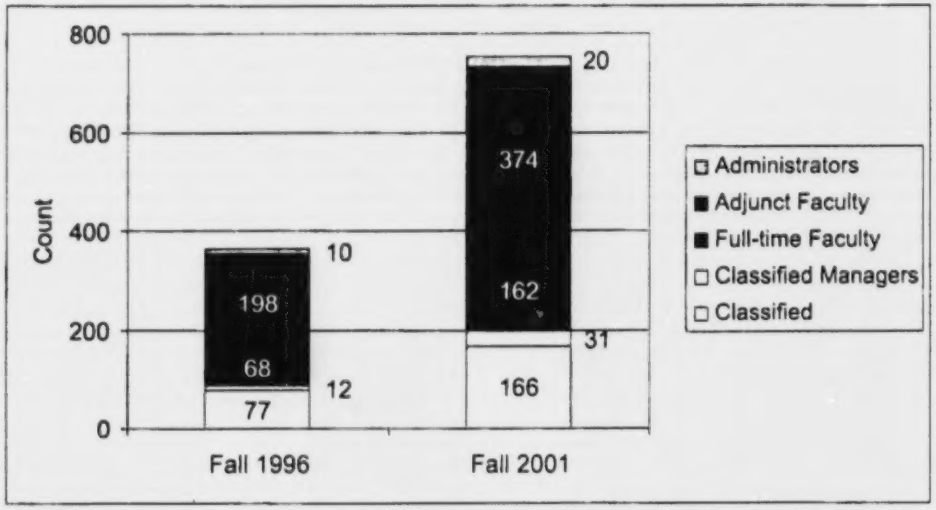
A formal course substitution process will be prepared to ensure standardization and equity for students attempting to meet discipline-specific associate degree or certificate requirements if they change.

A.4 The institution provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.

Descriptive Summary:

The college plans for the educational needs of its students and the corresponding use of human, financial, and physical resources through departmental program reviews and individual program analyses and integrates this information into the Facilities and Educational Master Plan and into the college's Strategic Plan (Ref. 4.8). In 1991, the college developed a Facilities Master Plan, which was integrated into the Educational Master Plans of 1989 and 2001. The district's first combined, comprehensive Educational and Facilities Master Plan was recently completed in 2002. The purpose of this combined plan is to research and analyze the current status of the educational programs and facilities and to project and plan the college's future growth in programs, services, and facilities and to improve service to the college's constituents. Other planning efforts produce staffing, technology, staff development, enrollment management, and college Foundation strategic plans.

Program growth, new program development, ratio of students to faculty, curriculum and technological needs, as well as budgetary and physical support are assessed prior to hiring new faculty. As programs and courses increased since 1996, full-time and part-time faculty numbers have grown 132 percent and 87 percent, respectively (see chart below). Classified staffing ranks have also increased, with full-time classified employees increasing by 116 percent.



Changes in staffing: Fall 1996 to Fall 2001

As a result of the college's growth, the number of sections has likewise increased by 123 percent since 1996 (see chart below). More off-site locations and distance learning opportunities have been created, enhancing access to an ever-increasing student population.

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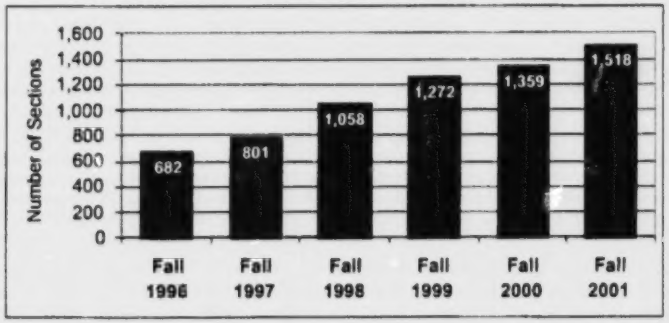
Growth in course sections: Fall 1996 to Fall 2001.



Regardless of the program, service location or delivery mode, the primary funding to the college is generated by Full-Time Equivalent Student (FTES). Supplemental funds are secured through state block grants, grant sources of revenue, categorical programs, a local bond, and the college Foundation's fund-raising activities.

The college has added temporary buildings and remodeled existing buildings to accommodate growth on campus, and has opened a new education center in the eastern area of the district (See Standard 8). Recent passage of a General Obligation Bond will yield approximately $82 million to build thirteen new buildings and upgrade current facilities. These facilities will support the anticipated growth in new academic programs and student populations. The facilities resources are driven by program and service needs.

The various master plans are coordinated so that evaluation, planning, and implementation of educational programs coincide with physical and technological resource needs so as to best provide the resources needed to support the goals and objectives of the college for all service locations and instructional delivery methods. As a result of this and other planning, the college has been able to provide faculty, staff, and students access to state-of-the art technology both on campus and off-site.

Self Evaluation:

The college constantly strives to provide the necessary resources to achieve its goals and objectives through a process of careful, integrated, and comprehensive planning. New faculty and staff have been hired to meet the demand for additional course offerings. Meeting the demand for additional classroom and laboratory space will continue to be a challenge and a deterrent to our ability to add courses on demand until the new buildings are operational. As a result of the passage of the General Obligation Bond, thirteen new buildings, as well as a Center in Canyon Country, are currently in the plan-

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ning stages to meet the demand for additional classes and services.

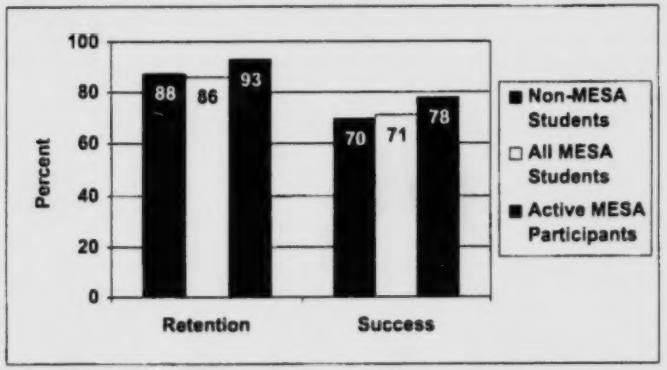
Planning Agenda:
None.

A.5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary:
The college provides general and specialized professional counselors as well as paraprofessional program advisors to guide students in developing and achieving their educational goals. The Counseling Department provides educational and vocational counseling, as well as academic advisement. Specialized counseling services are also available in Educational Opportunity Programs and Services (EOPS), Disabled Student Programs and Services (DSP&S), the MESA (Math, Engineering, Science Achievement) program, the PACE program, the Transfer Center, International Students Program, and Athletics.

Special advisement services provided by two new programs since 1996, PACE and MESA, are particularly noteworthy. The issue of retention for PACE students has been addressed in A.2. The MESA program, begun in 2000, is a statewide program designed to help historically underrepresented students succeed in math and science and transfer to four-year colleges and universities. The MESA center provides tutorial services for biology, chemistry, computer science, engineering, math, and physics. Studies comparing retention and success rates of active MESA versus non-MESA students showed higher retention and success rates for active MESA users. In Spring 2002, MESA served 223 students, an increase of 84 students over the previous year (Ref. 4.9; see chart below).

Retention and success of MESA students: Fall



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Matriculation services are offered to each student. Each new matriculated student attends an orientation session conducted by selected campus personnel, including an Admissions and Records representative and a counselor who is assisted by student orientation leaders. Online orientation is also available for students unable to attend general orientation sessions. Information is disseminated to assist student success efforts in choosing a correct academic program and creating a first semester education plan. Students are informed of their rights and responsibilities and academic policies. Students are encouraged to enroll in personal development classes that are taught by counselors and designed to increase success in college. Students are advised to schedule individual appointments with counselors to develop full educational plans. Instructional faculty members provide discipline-specific and/or career advisement, particularly in vocational areas, as part of their professional responsibilities.

Counselors and academic advisors meet regularly for training and to coordinate the dissemination of information needed to advise students. A training program for adjunct counselors has been developed to ensure access to accurate and timely information. Counseling and academic advisement are available to all enrolled students, day and evening, both by appointment and on a walk-in basis throughout the year.

Each spring a "Discovery Night" is held to inform potential students and their parents about educational opportunities at the college. All student support areas, as well as a large number of academic departments, are represented. In 2002, over 300 potential students attended this event. In addition, the college hosts "Admission Days" for all local high schools in the service area and a few out-of-district high schools. Admission Days consist of three consecutive visits to each high school where counseling, matriculation, and outreach staff members provide information about the college, advisement, academic programs, and enrollment procedures. This allows high school students to obtain information, take placement tests, obtain assessment scores, and participate in academic advisement at their own high schools. Outreach activities with all local and approximately 12 out-of-district high schools also take place on an ongoing basis, with multiple visits occurring throughout the academic year. Some of the college faculty present information to high school students and counselors about specific academic or vocational programs.

Self Evaluation:

During the past two years, the hiring of key positions has strengthened the college's ability to design and maintain academic programs, and to disseminate information about them. New full-time positions include a Matriculation Director, Transfer Center Director, Articulation Officer, and Outreach Coordinator. Technology has been added and is being developed to augment the college's ability to ensure student success in degree completion and increase transfer rates. A comprehensive online orientation for new students is now operational that provides students with extensive advisement information, as well as information on policies and procedures, student services, and registration information. Transfer and articulation partnerships are being used to automate and track transfer students. The Counseling

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Department web pages also provide students with advisement and articulation information, and outreach efforts have been increased to assist local high school students in reaching academic goals. These additions have strengthened the advisement component by standardizing offerings and information given to students.

An online degree audit system is being built to identify potential graduates who may be unaware of their ability to obtain an associate degree and to increase the number of students who complete degrees. Its completion is anticipated for Spring 2003, and when fully operational it will be accessible via the college's web page for students to use.

Planning Agenda:
Complete and implement a degree audit program that will give students the ability to conduct degree and/or transfer inquiries online.

B. Degree and Certificate Programs

B.1 The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.

Descriptive Summary:
The college's Mission Statement declares that "College of the Canyons is a learning-centered community college that provides academic education and workforce training at the lower-division level to all capable of profiting from instruction" (College of the Canyons Catalog, p.5). To support this mission, the college offers numerous certificate and associate degree programs as listed in the Inventory of Approved and Projected Programs, California Community College Chancellor's Office (Ref. 4.6). The college's degree and certificate programs adhere to the guidelines and mandates of the State Chancellor's Office of Community Colleges' Program and Course Approval Handbook and are consistent with requirements of the California Education Code.

Comprehensive descriptions and measurable objectives are required for each course. Degree and certificate programs are created with an appropriate, coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources. Consultation with industry partners and professionals often occurs when designing and/or revising vocational programs. All degree and certificate programs are reviewed and approved by the appropriate faulty and administrators, the Curriculum Committee, the Academic Senate, and Board of Trustees.

Self Evaluation:
The comprehensive review of the development and evaluation of courses, degree, and certificate programs by the curriculum approval and program review processes has worked well to ensure the college's mission is met. Such reviews have resulted in the increased review and updating of curricula and the reconfiguring of departments when needed.

In 2001, the college adopted the WebCMS curriculum management system that has facilitated the curriculum process for proposing, modifying, updating, and approving courses and programs. With this technology it has become easier for faculty to initiate proposals for new courses, degrees or certificates, to update courses and programs, and to initiate deletions of outdated courses.

Planning Agenda:
None.

B.2 The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.

Descriptive Summary:
The college ensures that degrees and certificates are consistent with program content, degree objectives, student mastery of knowledge and skills, along with career preparation and competencies. This occurs through a consultation process when various groups, such as the Curriculum Committee, departmental committees, university representatives, Chancellor's Office Regional Consortium, and/or advisory committees meet to refine current degree and certificate objectives. The local community was instrumental in providing input during the development of several new programs. The biotechnology industry worked with the biology faculty in the development of the Biotechnology curriculum, certificate, and degree program, and local manufacturing and engineering companies were integral to the development of the Engineering and Manufacturing Technology programs.

Through local business partnerships and with the assistance of Economic Development and Cooperative Work Experience Education (CWEE), students attain hands-on mastery of knowledge and skills through internships. Such internships provide students with the opportunity to further develop competencies and aid in career preparation. In spring and summer of 2002, over 200 students were involved in CWEE or CWEE Internships (Ref. 4.10). A new online opportunity developed by CWEE allows employers to fill internship opportunities and for students to obtain related work experience in their chosen fields.

Students have the opportunity to bring together academic course material and related work experience through the college's Volunteer and Service Learning program. Started in 1997 to provide a means of relating coursework to meaningful service experience, the program has grown dramatically. Many faculty have embraced this program and have encouraged students in their discipline to pair with agency partners.

	Fall 1999	Spring 2002	% Increase
Agency Partners	26	88	268%
Student completions	85	386	354%
Faculty participants	11	45	309%

Three-Year Service Learning Report

Other partnerships have been formed between the college and industries or agencies to ensure career preparation and competencies and to assist these entities with training needs. Partnerships exist with the local high school district, the Valencia Industrial Association, local public safety entities (police, fire, sheriff), the National Science Foundation, and various other local industries. A recent partnership has been forged between the college and the Guangzhou Health School in Guangdong Province, China to assist them in the development of a two-year registered nursing program. Other such international partnerships are being considered in ESL and Hotel and Restaurant Management.

Self Evaluation:

The institution monitors its instructional programs to ensure consistency within both degree and certificate programs through the process of initial review by the Curriculum Committee, approval by the Academic Senate, the Assistant Superintendent, Instruction and Student Services, the Superintendent/President, and final approval by the Board of Trustees. Additionally, all instructional programs are examined and evaluated under the annual program review process. The occupational programs have advisory committees composed of industry professionals who assist in confirming appropriate career preparation and competencies. The large number of partnerships that have been developed is a testament to the confidence the community and other entities have in the quality of programs offered by the college.

Planning Agenda:

None.

B.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.

Descriptive Summary:

The institution identifies the expected learning outcomes for degree and certificate programs through the curriculum development process. Course outlines for courses in degree and certificate programs include expected learning outcomes and are accessible

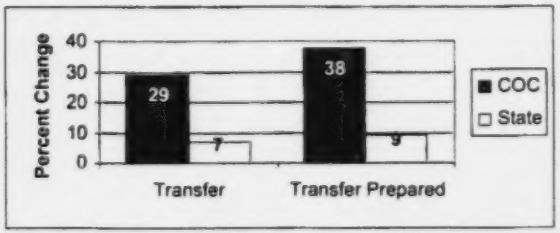
through a variety of resources, including, but not limited to, class syllabi, catalogs, brochures, and most recently, Internet access (WebCMS -www.coc.cc.ca.us/offices/ curriculum).

Students completing degree and certificate programs demonstrate achievement of stated learning objectives by successful course completion.

Self Evaluation:

The expected learning outcomes for courses in all degree and certificate programs are clearly stated in the course outlines located on the college's web site (WebCMS). Furthermore, some programs, especially occupational programs, have expected learning outcomes stated in catalog descriptions. Students appropriately demonstrate outcome achievements through such means as successful course, degree, and/or certificate completion and passing externally mandated or authorized proficiency exams (occupational programs).

When the college's rates of transfer and transfer prepared students are compared with statewide data, the comparison shows that the college is doing significantly better than the system as a whole in these areas (see chart below).



Percent Change in COC and State Total Transfers (1998-99 to 2000-01) and Transfer Prepared Students (1997-98 to 2000-01)

Planning Agenda:

None.

B.4 All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.

Descriptive Summary:

All degree programs include general education requirements that provide an introduction to the broad areas of knowledge and a focused area of study.

Self Evaluation:

All degree programs offered at the college are in compliance with Title V's general education requirements as outlined in the Chancellor's Office Curriculum Handbook.

Planning Agenda:

None.

B.5 Students completing degree programs demonstrate competence in the use of language and computation.

Descriptive Summary:

Title V regulations establish the criteria for associate degree applicable courses. These courses include language and computation; therefore, all students completing degree programs must demonstrate competency in the use of language and rationality by completing English and math requirements specified in Title V as stated in the Catalog.

Self Evaluation:
Students who complete associate degree programs meet the language and computation requirements per Title V.

Planning Agenda:
None.

B.6 The institution documents the technical and professional competence of students completing its vocational and occupational programs.

Descriptive Summary:
Occupational faculty continually assess and document the technical and professional competence of students by administering a variety of assessments within their courses. Furthermore, many of the courses/programs lead to external validation by such means as testing for city, state, or professional licensure. The college has become an authorized testing center for MOUS (Microsoft Office User Specialist) and WOW (World Organization of Webmasters) certifications. Occupational faculty work with students and such licensing groups to ensure that students are prepared to pass these exams and document pass rates when possible.

The California State Chancellor's Office monitors technical and professional competence through the use of core indicator data collected by the college and forwarded to the state. Core indicator data measure achievement, completion, employment, and skill attainment among the occupational student population at the college; these data are compared to those for other college vocational programs statewide.

Self Evaluation:
Course outlines describe expected student outcome competencies for the courses comprising occupational programs. Since the college's last self study, 1316 students have earned Associate of Arts degree(s), 909 have earned Associate of Science degrees, and 540 have completed Certificates of Achievement in occupational programs (Ref. 4.4). Core Indicators Reports have been thorough in documenting student completion and competencies, and Unemployment Insurance (UI) wage data have been useful in measuring student competencies (Refs. 4.12, 4.13). Additionally, many of the occupational programs provide a work-based learning component, which also serves to increase students' skill-based learning in the occupational areas.

Planning Agenda:
None.

C. General Education

C.1 The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.

Descriptive Summary:
Associate degree requirements include a minimum of 21 units of general education. Complete degree requirements, including general education, are published in the College Catalog, on the college's web site, and in the Student Handbook that is given to all

new students during Orientation. Students utilizing the new online orientation will be given a Student Handbook during counseling appointments.

Self Evaluation:
The general education requirements for the associate degree are clearly and completely described in the Academic Requirements section of the College Catalog. The requirements for the student completing the "General Education-Transfer Major" are not as clearly stated and can be confusing for the student who does not make an appointment with a counselor.

Planning Agenda:
None.

C.2 The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.

Descriptive Summary:
The associate degree general education requirements follow a basic philosophy of providing students with the opportunity to learn and participate in a variety of disciplines. Most courses approved for inclusion as part of the associate degree general education are designed to be of an introductory level in a variety of disciplines rather than specialized or advanced courses.

Criteria for evaluating the appropriateness of a course for inclusion in the general education component are published in the Curriculum Handbook and are consistent with the requirements of Title V. Each course is evaluated by the Curriculum Committee for appropriate college-level rigor and critical thinking. The Curriculum Committee reviews all new and revised course proposals to ensure courses proposed for general education meet the published criteria. The Curriculum Committee provides initial approval of courses for inclusion in general education and forwards recommendations to the Academic Senate for review, then to the Assistant Superintendent, Instruction and Student Services, the Superintendent/President, and Board of Trustees for approval.

Self Evaluation:
The philosophy and rationale, as well as the criteria for determining appropriateness for general education, are clearly stated in the Curriculum Handbook and are communicated to faculty during workshops and on an individual basis.

Planning Agenda:
None.

C.3 The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.

Descriptive Summary:
The general education requirements for the associate degree include content and methodology of the major areas of knowledge listed above. Students completing the associate degree also complete the requirement for language and rationality, American institutions, and physical education. Courses approved for inclusion in general education provide an opportunity for students to develop intellectual skills, creative capabilities, social attitudes, and an appreciation of cultural diversity that enable them to become effective learners and citizens. All courses, whether for general education or other purposes, also have Secretary's Commission on Achieving Necessary Skills (SCANS) competencies identified in the official course outline.

Self Evaluation:
The curriculum review process ensures that all courses in general education meet necessary content and methodology requirements. The general education program does not currently require students to complete a specific course for information competency; however, many courses have integrated information competency into the pedagogy and/or have assignments that require students to become technologically proficient and/or computer literate. A subcommittee of the Academic Senate is currently investigating options to implement an information competency requirement into the associate degree.

Planning Agenda:
None.

C.4 Students completing the institution's general education program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.

Descriptive Summary:
Each student obtaining an associate degree must complete an approved writing course and a quantitative reasoning course or demonstrate proficiency through testing. Graduation requires competency in reading, written expression, science, and mathematics. The Language and Rationality requirement necessitates completion of coursework or demonstrated proficiency in written communication and quantitative reasoning. All courses are reviewed by the Curriculum Committee to ensure that critical thinking is evident in the student performance objectives and required assignments.

Self Evaluation:
The Curriculum Committee strives to ensure each new or revised course has sufficient components that allow students to demonstrate competence in these areas by reviewing the student performance objectives and typical assignments.

Planning Agenda:
None.

D. Curriculum and Instruction

D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.

Descriptive Summary:

Educational programs originate at the faculty level. New courses and programs are conceptualized and created based on the college's Mission Statement and student and/or community needs or interest. These courses and programs are discussed with appropriate academic administrators, the Curriculum Committee, and other department members prior to formal writing and submission to the Curriculum Committee. Once approved, courses are reviewed on a regular cycle.

The Annual Academic Program Review (Ref. 4.14) process for each department was developed in conjunction with the Academic Senate and is undertaken on a regular basis. Formerly completed every six years, the departments now conduct Program Reviews annually. The Annual Academic Program Review is used as a planning document for department development and, in conjuction with other plans such as the Educational and Facilities Master Plan (Ref. 4.2), forms the basis for many other college planning activities, including the determination of new staff (faculty and classified), requests for equipment, facilities, budget augmentations, and the allocation of other resources. Annual Academic Program Reviews form the basis for instructional evaluation and planning and are used college-wide in budget development, in determining staffing needs, identifying new and/or remodeled facilities and opportunities for partnerships between departments on campus and within the community we serve. The Program Reviews form an integral part of the college's overall planning document, the Strategic Plan (Ref. 4.8).

Self Evaluation:

Full participation in the program review process from all segments of the institution ensures that the college's educational programs remain effective. The faculty ensure that the credit programs remain current, focused, and effective. In addition, program review promotes clear focus, direction, planning, unity, and cohesiveness in the maintenance of the college. It effectively identifies problems and suggests remedies.

Although not a formal component of evaluation, many of the college's programs have been commended for their quality and recognized at regional conferences, competitions, or within the community. These forms of recognition may be incorporated into the program reviews of the departments. Recent recognition has been received for the Spanish Institute, International Film Festival, Model United Nations program, intercollegiate speech competitions, journalism/newspaper, athletics, and for programs in engineering, biotechnology, nursing, and theater.

Planning Agenda:
None.

D.2 The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery method.

Descriptive Summary:
Quality of instruction, academic rigor, and educational effectiveness are viewed from multiple perspectives, including the hiring and evaluation processes for regular and adjunct faculty; staff development; and curriculum development, review, and revision.

All faculty are selected for expertise in their subjects as defined by state mandated minimum qualifications and for teaching ability. Once full-time faculty are selected, a comprehensive new faculty orientation is held and mentorship is available. The evaluation process for faculty is designed to foster improvement. Adjunct faculty are also provided an orientation and are evaluated every fourth semester. The tenure review process for contract (non-tenured) faculty is a four-year process in which the tenure committee provides regular feedback to the evaluatee. Once tenure is attained, tenured faculty are evaluated regularly. Evaluation processes for regular and probationary (non-tenured) faculty are specified in the contract with the College of the Canyons Faculty Association (COCFA) (Ref. 4.15).

All faculty have opportunities to improve their skills and knowledge. The Associate Program is designed for adjunct faculty and consists of a series of teaching skills workshops over the length of an academic year. It was recognized for its excellence by receiving the Theodore M. Hesburgh Award for Enhancing Undergraduate Teaching and Learning. The Teaching Consultation program is a voluntary program designed to assist contract faculty on a one-to-one basis to enhance or improve classroom instruction. Ongoing staff development activities provide a variety of workshops or activities to assist all staff. Moreover, the Institute of Teaching and Learning, a series of courses designed to develop and expand teaching skills, offers full-time and adjunct instructors salary advancement credit or FLEX credit for course completion.

All courses, both new and revised, are created by faculty and reviewed by department chairs, division deans, and other relevant personnel prior to being submitted to the Curriculum Committee for approval. This process involves a high degree of scrutiny at a variety of stages and levels to ensure quality, rigor, the availability of necessary resources, and the effectiveness of methods for proposed courses and programs. Faculty wishing to teach courses by non-traditional delivery methods (e.g. online) must write a Distance Learning Addendum that is reviewed, evaluated, and approved by the same process as the parent course, culminating in submission to the Curriculum Committee. The program review and course revision processes ensure that curriculum and programs are current and effective.

The same course outline is followed and the same standards for faculty selection are used regardless of

where a course is taught (i.e. off-site) or the method of delivery (e.g. College by Television, online).

Self Evaluation:
The college has made a consistent effort to ensure quality in the delivery of instruction at all locations. The effectiveness of instruction does not vary by location.

Planning Agenda:
None.

D.3 The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based on generally accepted norms and equivalencies.

Descriptive Summary:
Credit is awarded following the guidelines prescribed by Title 5 and outlined in the Chancellor's Office Program and Course Approval Handbook. The course outlines delineate the requirements for each course and include student performance objectives, a comprehensive, sequential outline of the course content, the methods of evaluating student achievement, a listing of the types of assignments (reading, writing, problem solving, performance, and/or other), a list of typical texts, and a list of Secretary's Commission on Achieving Necessary Skills (SCANS) competencies that are addressed by the course. Also, a list of comparable community college, California State University, and/or University of California courses is provided. The Curriculum Committee uses this information in the approval process. Once approved, the course outline is available through the Office of Instruction as well as on the college's web site via the WebCMS system. During the articulation process this information is reviewed by transfer institutions to ensure academic rigor and to provide external content review. Advisory committees review courses that are part of vocational programs.

Self Evaluation:
Student learning objectives, evaluation methods, and the awarding of credit are governed by normative, statewide practices that are adhered to by the college. The Curriculum Committee evaluates credit and student learning objectives for new and revised courses, certificates, and degree programs.

Planning Agenda:
Complete the process of entering all courses and programs into WebCMS.

D.4 The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.

Descriptive Summary:
College courses that are accepted for transfer credit at the CSU and UC systems are clearly stated on the course outlines, in WebCMS, in the College Cata-

log, and in the Schedule of Classes. Handouts of articulated majors for the more common transfer institutions (i.e. CSUN, UCLA) are available in the counseling office.

The college accepts credits from other regionally accredited institutions that are articulated by a third party (e.g. transfer institution, California Articulation Number [CAN] program) for meeting common requirements (Ref. 4.16). Articulation agreements for other institutions are accessible through the Assist.org web site. In addition, the college accepts Advanced Placement credit as outlined in the College Catalog.

Self Evaluation:
Procedures for the awarding of transfer credit from accredited institutions are currently operative. As a result of expanding enrollments, these procedures are undergoing process analysis and are being formalized to address growth and demand issues more effectively.

Planning Agenda:
None.

D.5 The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of students.

Descriptive Summary:
Incorporated into the teaching and learning modes are a variety of instructional delivery and enhancement methods. Depending on the course of study, these may include classroom lectures and discussions, laboratories, internships, service-learning opportunities, performance-based instruction, activity-based instruction, work-based learning, and clinical experiences. Where appropriate, some courses are also available with variable units or in condensed or intensive formats (e.g. late-start classes, Spanish Institute). The academic departments, the Curriculum Committee, and/or advisory committees review these instructional methods as part of the curriculum development, approval, and review process.

In addition to traditional classroom delivery methods, instruction is also available by other formats. These formats include College by Television (CTV), Progressive Adult College Education (PACE), online instruction, hybrid courses (i.e. combination of classroom and distance learning), internships, and teleconferencing. Courses delivered by these means undergo a review by the Curriculum Committee and require a Distance Learning Addendum (DLA) when appropriate.

Self Evaluation:
The college is meeting student needs as it continues to provide a wide range of delivery systems. The institution is committed to meeting the diverse needs of its students; providing varied delivery systems maintains the goals enumerated by the college's Mission Statement. In addition, these systems are addressing the concerns of disabled students as required by Americans With Disabilities Act (ADA) guidelines. Some students select a delivery system which does not best suit their individual learning style, such as online and CTV classes which require more self-direction and independent study than traditional courses. Attrition in enrollment can result

because of the individualized nature of these independent formats. In order to increase retention rates, students must understand the overall time commitment and effort necessary to successfully complete these types of classes. Orientation letters sent to students enrolled in non-traditional classes before the start of the semester should be edited to include a brief description of the time demands and more self-directed and independent study nature of online and CTV courses. In addition, the Distance Learning Coordinator could assist in this process by providing additional direction to students.

Planning Agenda:

The college could provide more information to students regarding the PACE format and expectations of online and CTV courses.

D.6 The institution provides evidence that all courses and programs—both credit and non-credit—whether conducted on or off-campus by traditional or non-traditional delivery systems, are designed, approved, administered, and periodically evaluated under institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.

Descriptive Summary:

The process of design, approval, administration, and evaluation of all credit courses, including on and off-campus, has been addressed in previous sections. Contract education courses are also designed, approved, administered, and periodically evaluated under institutional procedures. They are offered in a not-for-credit format, providing flexibility and customization of course content necessary to meet the specific training requirements of local businesses and industries through the contract education division, The Employee Training Institute (ETI). Contract education courses are designed in conjunction with the employer using a performance-based model that includes the following components: identification of training needs, identification of desired training outcomes, assessment of organization or student competencies, training content design, training delivery, and training evaluation. In addition, the college regularly conducts district-wide assessments of workforce training needs that help to shape contract education design and delivery.

Community Extension also provides not-for-credit, fee-based classes and programs that are designed, approved, administered, and periodically evaluated under established procedures. Input is received from the community, staff, students, and/or the Director of Community Extension.

Self Evaluation:

The review of credit courses and programs by the Curriculum Committee and the annual program review of all academic departments, as well as the program reviews undertaken by the Employee Training Institute (ETI) and Community Extension, have been essential in ensuring that all programs conducted in the name of the college are meeting the above standard.

Planning Agenda:
The college will create a process of curriculum approval or review for the not-for-credit areas of the college in order to coordinate, compliment, and enhance communication between the credit and not-for-credit curricula.

D.7 Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on "Principles of Good Practice in Distance Education."

Descriptive Summary:
The responsibility of the Distance Learning Coordinator (DLC) is to address the issues raised in the above-mentioned document. The DLC works with faculty to assist in the development of online and other distance learning courses. Since these courses are part of the regular curriculum but offered by an alternative means of delivery, they have all undergone the scrutiny and review process required for all courses. In addition, these courses are reviewed by the Computer Network Manager to ensure the college's capability to offer courses by electronic delivery systems.

Self Evaluation:
The college has recently created the position of Distance Learning Coordinator (currently filled on an interim basis), whose role is to provide assistance to faculty who are planning to infuse distance learning technology into courses. The Coordinator reviews all distance learning addenda related to curriculum issues in accordance with Commission policies and regulations as stated in the "Principles of Good Practice in Distance Education" (Ref. 4.17). The college strongly encourages the integration of educational technology into its curricula and other services. It is committed to incorporating new technology and distance learning throughout instructional divisions. Expanding and maintaining the technological infrastructure of the college remains a primary goal of the institution. The college continues to support the training of students, faculty, and staff in its ongoing improvement of institutional technological competencies.

Planning Agenda:
None.

Standard Four References

4.1 Southern California Association of Governments, Populations Estimates in Educational and Facilties Master Plan
4.2 Educational and Facilities Master Plan, 2002
4.3 Demographic Trends, Claritas, Inc. 5/1/02
4.4 Santa Clarita Community College District, Fact Book (2002)
4.5 Certificated Staff Seniority List
4.6 Inventory of Approved & Projected Programs, Chancellor's Office, California Community Colleges, Curriculum Standards & Instructional Services
4.7 Retention Study, Barry Gribbons, Ph.D., April 18, 2001
4.8 Beyond the Year 2000, College of the Canyons, Strategic Plan
4.9 Evaluation Brief #6, March 2002, Mathematics, Engineering Science Achievement (MESA) Institutional Development & Technology
4.10 CWEE Report, 7/2/02, PIO information on website 4/10/02
4.11 College of the Canyons, Evaluation of the Service Learning Expansion and Institutionalization Project: A California Community College Chancellor's Office Fund for Student Success Grant. Year Three Report, June 2002
4.12 VTEA Core Indicators of Performance by Vocational TOP Code, Indicator II
4.13 VTEA Core Indicators of Performance by Vocational TOP Code, Indicator III
4.14 Annual Program Planning & Review, Fall 2001
4.15 Agreement, Santa Clarita Community College District, College of the Canyons Faculty Association, CTA/NEA
4.16 California Articulation Number System
4.17 Principles of Good Practice in Distance Education
4.18 PACE Program Brochure

"At COC I got the personal attention I needed to help me meet my goals. It has made all the difference for me. If I hadn't gone to COC, I'm not certain I'd have the company I have today. I certainly wouldn't have the education I have."

B. J. Atkins – local business owner

Standard 5

Photo by Elroma David "Lab Works"

Student Support and Development

BEST COPY AVAILABLE

The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

5.1 The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.

Descriptive Summary:

In keeping with the mission of the college, admission policies are designed to foster an open and welcoming college environment. Any individual who is 18 years of age, or a high school graduate, and can benefit from instruction, is welcome to attend. In accordance with district board policy, high school students in grades 11 and 12 as well as students 10th grade and below may also be admitted after meeting specific requirements which are outlined in the College Catalog (Ref. 5.4), Schedule of Classes (Ref. 5.3), and on the college's web site. Additionally, the college publishes a brochure outlining the procedures for concurrent enrollment and provides information on the web site and in alternate formats, for example Braille and e-text.

Admission policies are stated in the Board Policy Manual (Ref. 5.6) and published in a variety of sources. The Schedule of Classes, mailed to all continuing students and all addresses in the service area, contains the admissions policies and procedures. Additionally, the schedule contains information relevant to matriculation, registration, and fees. Policies and procedures regarding admission are also available in the College Catalog, student handbook, and on the college web site.

Applications for admission are available in Admissions and Records, by mail or fax, on the college's web site, and are published each term in the Schedule of Classes. The information collected on the college's application form is consistent with that which is required for state and federal reporting.

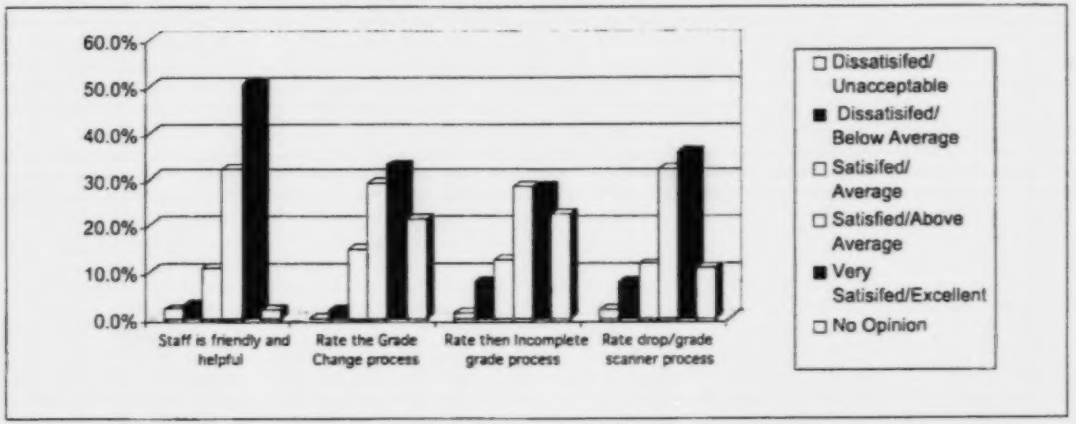
Self Evaluation:

Admissions and Records has completed an extensive program review of the department. To determine the extent to which the Admissions and Records department is operating effectively and meeting the needs of its clients, surveys were developed that sought responses from faculty members, students at the service counter, and students in the classroom. Faculty and students are satisfied with the helpfulness of staff, ease of processes, and availability of information (Ref. 5.11). The following tables from the Admissions and Records non-instructional review reveal that faculty and other members of the campus community are satisfied with:

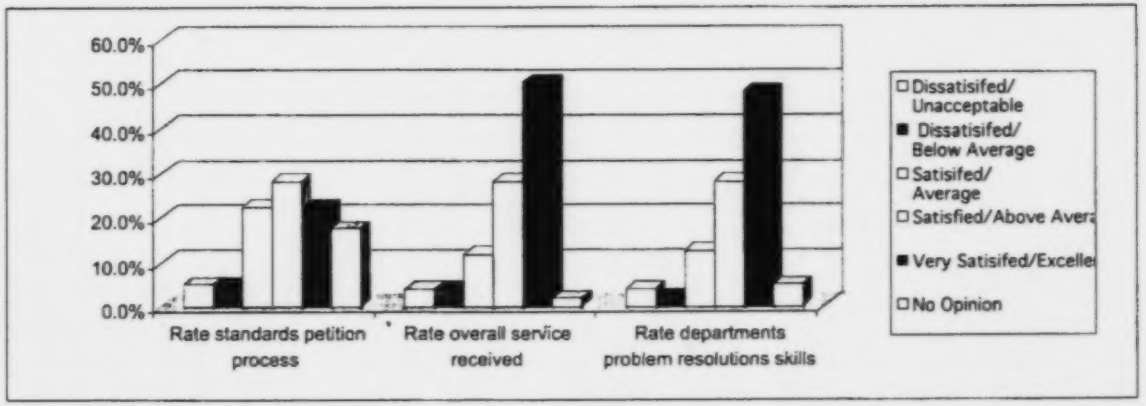
- Staff are friendly and helpful (83 percent)
- Grade change process (62 percent)
- Incomplete grade process (56 percent)
  Drop/grade scanner process (68 percent)
- Academic standards petition process (51 percent)
- Overall service received (79 percent)
- Departmental problem resolutions (77 percent)

The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

Evaluation of Admissions & Records program effectiveness and service



Evaluation of Admissions & Records program effectiveness and service (continued)



In addition, an accreditation survey completed in March 2002 indicated that students have found college services to be useful in obtaining their goals (Ref. 5.12).

Evidence of the success of the department in publishing and distributing admissions policies can be seen in the results of a spring 2002 Accreditation Survey Faculty, Staff, and Students in which 82 percent of the students rated Admissions as useful or extremely useful. Similarly, all other service areas on campus where a student might receive information relevant to admissions policies received favorable ratings with regard to the usefulness of services.

Planning Agenda:
None.

5.2 The institution provides to all prospective and currently enrolled students current and accurate information about programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

Descriptive Summary:
A variety of programs offered at the college are designed to assist students in meeting their academic and social goals. Current information on these programs is provided to students through publications such as the Schedule of Classes, catalog, handbook, and specific program flyers. The web site contains an extensive review of program offerings. When a program is launched, for example the Mathematics, Engineering, Science Achievement (MESA) program, events are planned to enhance student awareness of the program.

Publications are available in Counseling, Admissions and Records, the library, and the specific offices that sponsor programs. Additionally, the campus student newspaper, the Canyon Call, often receives press releases for the purpose of informing the campus community of new and existing programs.

Policies, requirements, standards, and procedures are made known to the students in a variety of sources. Information is available in the catalog, schedule, handbook, and web site. New student orientation, as well as orientations for specific student groups, emphasize important policies and procedures. With respect to graduation policies and procedures for applying for graduation, additional information is available in the Counseling department and Admissions and Records. Moreover, the college publicizes deadline dates for applying for graduation in the college newspaper and the college web site.

Academic policies, such as academic standards, are published in the schedule, catalog, and web site. These standards were adopted by the Board of Trustees in May 1999 (Ref. 5.15) and reflect faculty, student, and staff involvement. Standards of conduct, adopted in 1998 (Ref. 5.28), are published on the web, and in the catalog and schedule. Key points are noted in the student handbook, which is distributed at new student orientation, and made available for sale in Student Development

and the Bookstore. Booklets detailing these policies are distributed at faculty orientations (Ref. 5.9).

Refund policies are published in the Schedule of Classes and other areas noted above. Complaint and grievance procedures are discussed in Board Policy 532 and 533 (Ref. 5.16 and 5.17). As with all policies relevant to student life, these policies are included in the catalog, schedule, and on the college web site.

To communicate with prospective students, the college employs a full-time Outreach Coordinator who contacts individuals, primarily within the district service area, and provides information about the variety of programs, services, and policies at the college. Additionally, the college sponsors an annual college night, "Discovery Night," where prospective students and parents are invited to review programs, services, and academic opportunities. The Outreach Coordinator also manages "College: Making It Happen" a program where middle school students, their parents, and counselors are exposed to college opportunities and strategize ways to plan for college. This program engages at least 1,500 prospective students each year. Other programs, for example PACE, New Horizons, EOPS, DSP&S, and CalWORKs, also conduct outreach program orientations targeted to potential students who are eligible for their programs. Annually the college writes to local high school juniors and seniors explaining the process of concurrent enrollment and encouraging them to enroll in college. A brochure explaining the process of enrollment is included in reference 5.5.

International students are made aware of programs, services, and policies at the college through international recruiting, the web site, and publications designed for distribution overseas (Ref. 5.29).

The college offers services to new students in the form of orientation, assessment, counseling, and follow-up. Online orientation, in English and in Spanish, is now available.

Self Evaluation:

The results of several internal program reviews, as well as the results of the Spring 2002 Accreditation Survey of Faculty, Staff, and Students, reveal that prospective and current students receive accurate and up-to-date information. Specific questions with regard to policies on academic integrity indicated that 87 percent of the students agreed that they were aware of such policies. The survey revealed that 80 percent of the students indicated that they agreed that the college provides enough support services to meet their educational goals.

To ensure that students continue to receive accurate information, the college's publications are updated on a regular basis, with updates to the catalog and student handbook occurring annually. Information in the Schedule of Classes is updated each semester. Student Services staff meet on a regular basis to discuss new processes and current information in order to keep staff apprised of changing policies or procedures. This information is given to current and prospective students on an ongoing basis throughout the academic year. Special programs submit content to the Public Information Office for inclusion in college documents and also notify current and prospective students of the benefits of the particular program to targeted

student populations. Student services staff regularly review student service web pages for accuracy.

Planning Agenda:
None.

5.3 The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary:
The college identifies the educational support needs of its student population and provides appropriate services and programs to address those needs. Departments such as Counseling, Student Development, Extended Opportunities Programs and Services (EOPS), Disabled Students Programs and Services (DSP&S), and the International Student Program have completed program reviews within the last five years. These reviews identify the educational support needs of our students as well as determine each program's level of effectiveness.

The college asks all students a series of goal-related questions on the application. For example, students are asked to select a major area of study, and to select an educational goal from a list of twelve options. Students are asked to select the services in which they are interested. Refer to the college application for the list of options (Ref. 5.10).

The college provides a full spectrum of student support services. Several programs receive external funding and provide services to students who meet specific criteria. These programs include Disabled Students Programs and Services (DSP&S), Extended Opportunities Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), Mathematics, Engineering, Science Achievement (MESA), and the grant funded Teacher Reading Development Partnership (TRDP) program – known at College of the Canyons as the TEACH program. Additionally, the college provides a CalWORKs program and New Horizons program which provide services to students who are on state/county aid, and/or are single parents.

The Matriculation program provides services to students in the form of orientation, assessment, counseling, follow-up, and early alert. Matriculation also assists students who are in academic difficulty. Assistance is provided in the form of workshops, counseling, and correspondence designed to help students improve their GPA and persist to their educational goals.

The services of the Admissions and Records department, Student Business Office, and Counseling Department, housed in a common location, help the students move efficiently through the application, counseling, orientation, registration, and payment process. Program Advisors, stationed in the Counseling department, provide general assistance and appropriate referrals. The Transfer Center and Career Center assist students when exploring their career and academic interests.

Financial Aid is considered a key element of educational support. Through the use of technology and an aggressive marketing campaign over the

past two academic years, the campus has increased financial assistance markedly. Specifically, the result of this work has increased loans by 53 percent, grants by 44 percent, BOG waivers by 38 percent, and work-study jobs by 41 percent over the past five years (Ref. 5.30).

The college provides a number of other educational support services including: The High Intensity Transfer Enrichment program (HITE); the Tutoring, Learning, Computing Lab (TLC); the library; MESA; and the Service Learning Program.

The following is a brief description of each of the services offered to students:

Admissions and Records encompasses admissions, registration, records, transcript evaluation, veterans, athletic eligibility, MIS/NSLDS, and CCFS320 data integrity. The department maintains secure records and advises students on admissions, payment, residency, and program change policies. The department services all student needs from first contact through graduation or transfer.

The Assessment Center offers computerized tests to determine placement into math, English, and ESL classes. The center operates during normal business hours with increased service during the months prior to fall and spring registration. Tests are state approved and validated to ensure proper placement. The Testing Center offers placement testing at off-site locations.

The Campus Bookstore is operated by the Barnes and Noble Corporation. While this arrangement is transparent to students, it does bring corporate resources to a small retail operation. Remodeled in 1999, the bookstore provides a complete array of academic supplies, campus attire, and required textbooks. The bookstore maintains hours that accommodate student needs.

The CalWORKs program provides services to welfare recipients, including academic and personal counseling, work study services, childcare, advocacy, and social services referrals.

Canyon Country ACCESS Site offers a number of classes and services to all students who wish to pursue their higher education on the eastern edge of the valley. Specific services include acceptance of applications, academic advising, and referrals to campus services. Additionally, a computer lab on site allows students to access online services such as orientation and registration.

Career Services and Job Placement (CSJP) serves two primary types of students: those who are career undecided and those who are seeking immediate employment. To address the needs of the career undecided population, CSJP provides technological support (online career assessment), as well as one-on-one career advisement designed to assist students in determining what occupations best align with their interests, skills, and values. To meet the needs of students seeking employment, CSJP is committed to nurturing existing, and building new, relationships with the business community to expand its job database.

The Center for Early Childhood Education (ECE) is an on-campus laboratory for infant/toddler and preschool age children. Licensed and accredited, the early care and education program not only provides ECE majors a practicum that integrates theory with practice, but also provides services to students, staff, and the community. Half-day and full-day developmental preschool are available. Full and partial tuition subsidies are available for those who qualify.

The Counseling Department provides students with academic, career, and personal counseling. These services are provided to enable students to reach their educational goals. Students meet with counselors through individual appointments, group meetings, and brief walk-in counseling appointments.

Disabled Students Programs & Services (DSP&S) offers educational support services for students with disabilities. The program provides services to students with a variety of disabilities, including, but not limited to, physical, psychological, communication, and learning. The program includes a Hi-Tech Center that offers state-of-the-art adaptive computer technology, peripheral devices, and selected software. Tutoring is provided in selected subjects.

Extended Opportunities Programs and Services (EOPS) helps low-income and educationally disadvantaged students to enroll in college and succeed. EOPS offers management and coordination of outreach services, instructional development, academic, transfer and support counseling, transition services, financial assistance, and special activities.

Financial Aid/Scholarships: The Financial Aid program offers a complete array of student financial services to assist students in attaining their educational goals regardless of their ability to pay for college. The department has increased awards 107 percent in the past five years; it has also increased the number of students served by 61 percent in the same time period.

Food Service is offered in the newly remodeled cafeteria, as well as through vending machines located around the campus. Students and staff purchase coffee from the cart located near the main classroom complex. Similar to the Bookstore, Food Service on campus is operated by an off-campus corporation with campus oversight. Hours of operation, like the Bookstore, correspond to student demand.

The High Intensity Transfer Enrichment (HITE) program challenges students who have at least a 2.0 GPA to achieve their highest academic potential and helps them transfer successfully to a four-year institution. Students in the HITE program who have at least a 3.25 GPA are designated as HITE/Honors students.

The International Students Program works cooperatively with the English as a Second Language program and assists international students throughout their years of studying at the college. The program provides information regarding INS regulations, counseling and advisement, social activities, and general support services for the students. An international student handbook is distributed at each orientation.

Learning Resources includes library, audio-visual, graphics, reprographic, Teaching/Learning/Computing (TLC) Lab, and college telecommunications services. Learning Resources also includes the semester abroad program, distance education, HITE, and the library/media technology instructional program. One of the goals of Learning Resources is to assist faculty to integrate technology into their classes.

The Mathematics, Engineering, Science Achievement Program (MESA) is designed to support educationally disadvantaged and/or historically underrepresented students who are completing math, engineering, and science majors at the college and to support their transfer to university in these majors.

The New Horizons program is a re-entry program serving single parents. The program offers one Personal Development class for students and services such as academic advising and social support.

The Progressive Adult College Education (PACE) program is an accelerated educational format designed to meet the educational needs of busy adults. Generally these students are older than traditional college-age students, who because of work or other extenuating circumstances need to pursue educational goals in an accelerated format and in an environment most conducive to their learning styles.

Security employs six full-time security officers and a director. Programming includes self-defense workshops, campus disaster drills, and cooperative programs with local agencies. The department also sponsors the Campus Escort Program wherein students are trained and employed to provide escort and security services to evening students.

The Student Business Office processes student billing and payment. During peak registration periods the office is busy producing confirmation of payment, informing students of missed payment deadlines, and, when appropriate, de-registering students from the college. During the course of the academic year the office processes payment for short-term courses, requests for services, and other miscellaneous items. The staff spend additional hours reconciling student accounts to ensure that both the college and student are in agreement with regard to student billing.

Student Development encourages, promotes, and supports social, cultural, and educational co-curricular activities. These programs promote student development and complement academic life. The program offers mentoring relationships between staff and students, acts as an advocate for students, and enhances the quality of student life. New students are provided opportunities to develop personal competencies; the program also coordinates placement of students into local agencies and schools to provide service to the community. Student Development provides guidance and direction to the student government.

The Student Health & Wellness Center offers the following services: a full-time registered nurse/nurse practitioner for first aid and short-term illness treatment; medical screening such as blood pressure checks, vision tests, pregnancy tests, laboratory tests, and T.B. skin tests; family plan-

ning services, medication and information; vaccinations; and referrals to physician specialists and other health agencies. The Center provides accessible ambulatory health care for the treatment of minor acute illnesses and injuries, prepares students to be better informed health care consumers and active participants in their own health care, encourages and educates students to avoid unnecessary illness and injury in achieving levels of wellness, and provides emotional support through periods of stress. Psychological counseling and referral, up to six visits per semester, are available during the regular academic year.

The Transfer Center serves as a clearinghouse for transfer activities and information, providing catalogs, brochures, computer information, databases, and applications for California State Universities, the University of California, and many independent colleges and universities. Current staffing includes one full-time director/counselor and an assistant.

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Self Evaluation:

The Spring 2002 Accreditation Survey of Faculty, Staff, and Students asked students to indicate their agreement or disagreement with the following items:

1. Student Services are available when I need them - 71 percent agreement;
2. Library materials are adequate to meet my needs - 83 percent agreement;
3. The college provides comprehensive services to students - 72 percent agreement;
4. In general, the college provides enough support services for me to obtain my educational goals - 80 percent agreement.

This most recent survey indicated that the college identifies the needs of students and provides effective services to meet student goals. A 2002 non-instructional program review completed by Admissions and Records had similar survey results, indicating that 82.6 percent of students surveyed felt the services were appropriate (Ref. 5.11). Student Development has also recently completed a non-instructional program review, in which 90.6 percent of students felt that the services were meeting their needs (Ref. 5.19).

Three programs serving specific student populations have surveyed their students to determine the extent to which the program is providing appropriates services and programs. DSP&S results indicate that 85 percent agree that services are appropriate (Ref. 5.21). EOPS results indicate most EOPS students agree that services are appropriate (Ref. 5.20), and the International Students Program (ISP) found that 90 percent feel that the services are appropriate (Ref. 5.22).

Service delivery and administrative processes are being evaluated on an ongoing basis to ensure that quality services are delivered consistently throughout the year. A student service internal office data site has been created on the Internet to keep staff current on deadlines, course start times, relevant policies, and a variety of other useful information. This internally developed data site has increased the efficiency of the department, allowing for more accurate information to be delivered to students.

Planning Agenda:
Student Services will develop new technologies to meet increasing demand on counseling and advising services.

5.4 The institution involves students, as appropriate, in planning and evaluating student support and development services.

Descriptive Summary:
The Santa Clarita Community College District Board Policy 535 – Student Participation in Shared Governance (Ref. 5.31) states that students shall be provided with the opportunities to participate in the formulation and development of college policies and procedures that have or will have a significant effect on students.

These policies and/or procedures include the following:

- Grading policies
- Codes of student conduct
- Academic disciplinary policies
- Curriculum development
- Courses or programs that should be initiated or discontinued
- Processes for institutional planning and budget development
- Standards and policies regarding student preparation and success
- Student services planning and development
- Student fees within the authority of the district to adopt
- Any other college policy, procedures, or related matter that the Board of Trustees determines will have significant effect on students.

The Associated Student Government (ASG) has been recognized by the Board of Trustees in Board Policy 514 as the official representatives of the student population. Student Government provides student representation to the following planning and evaluation committees:

Collegial Consultation Teams:
- College Planning Team
- Facilities Master Plan Team
- Advocacy Team
- Vocational Steering
- President's Advisory Council-Budget (PAC-B)
- Academic Senate
- Curriculum Committee
- Health and Safety Team
- Accreditation

Operational Teams:
- Matriculation
- H.S./College Accreditation
- Parking/Security
- Technology
- Academic Calendar
- International Students
- Bookstore
- Cougar Cafe
- Cultural Affairs

Advisory Teams:
- Transfer Center
- Financial Aid
- Child Development
- Scholarship
- EOPS
- DSP&S (Ref 5.32)

Students are members of a number of committees that engage in long-term planning. Examples in-

clude participation on the College Planning Team, Facilities Master Plan Team, the President's Advisory Council-Budget (PAC-B), and the College Policy Council. An elected Student Trustee also serves in an advisory capacity on the Board of Trustees.

Students serve on planning committees for specific campus resources as well. Examples include the Parking Committee, the Food Services Committee, and the Safety Committee. Students provide a student perspective with respect to academic policies at Academic Senate meetings.

Self Evaluation:

The college has taken the appropriate steps to ensure that students participate in the decision and planning processes of the college. The college has recently changed the name of the Student Activities Office to the Student Development Office. The change better reflects the importance the campus places on developing students into campus and community leaders.

An effective method for identifying student interests and issues is through the bi-annual joint meeting with the District Board of Trustees and the elected student leadership. At these meetings, student leaders discuss their accomplishments and express their interests and discuss issues of mutual interest.

Through the collegial consultation process students express their concerns and provide their perspective and input. The Spring 2002 Accreditation Survey results indicate that the majority of students are aware of opportunities to serve through student government (Ref. 5.12). Recommendations from student clubs and organizations through representation at Associated Student Government meetings and the Inter Club Council are also considered in the governance process of the college.

The following are several recent examples of student input into the decision-making process:

- The Board of Trustees recently considered proposals to finance parking expansion through an increase in student parking fees. The student government endorsed this plan, and the south parking lot was completed in summer 2001. In another example, the students own survey of food service on campus influenced a change in food service contractors. Similarly, student input as well as service and financial factors led to a change in bookstore operations. In the recent bond campaign, students designed and implemented an on-campus advocacy effort that included voter registration drives, classroom visitations, and public forums on the issues.
- Moreover, students have been involved in initiating and endorsing proposed changes to Board policy. Examples include changes in academic standards, and due process procedures relating to student conduct. In both cases, students were able to provide valuable input into the policy language before the documents were reviewed by the College Planning Team (CPT) and Board of Trustees.

Planning Agenda:
The ASG will become more involved in high school outreach programs under the direction of the Assistant Dean for Student Development.

5.5 Admission and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.

Descriptive Summary:
The application for admission form is free of bias. The document enables the college to collect basic demographic information, including a state-required residency questionnaire, information mandated by federal reporting, a privacy statement seeking release of "Directory Information," and all state-mandated MIS-data elements. Additionally, the application format was reviewed for required elements and to ensure the absence of bias by the Chancellor's Office MIS department. Its common format was adopted by 26 other California community colleges using the same administrative software package.

Placement test instruments, chosen by faculty in conjunction with Matriculation, Counseling, and Assessment Center staff, are relevant to the curriculum at COC while remaining on the approved list of test instruments. The instruments guide placement into the following areas: English, Mathematics, and ESL. The college follows the statutory guidelines when exempting students from placement testing. The tests are regularly evaluated to ensure effectiveness and eliminate test bias. A faculty committee in each affected department does the evaluation and determination of cut scores. The review process has been streamlined by the migration from "paper and pencil" forms to computerized testing. The college further refined the assessment process by offering all placement testing online.

The approved placement tests used at COC are:

1. For ESL: CELSA (Combined English Language Skills in a Reading Context)
2. For Reading: ACCUPLACER ONLINE College Board - CPTS
3. For Writing: ACCUPLACER ONLINE College Board - CPTS
4. For Arithmetic: ACCUPLACER ONLINE College Board - CPTS or Elementary Algebra: ACCUPLACER ONLINE College Board - CPTS
5. For CLM (College Level Math): ACCUPLACER ONLINE College Board - CPTS

Self Evaluation:
The Office of Institutional Development and Technology, in conjunction with the Matriculation program, tracks the success rate of placement and advises faculty on placement levels. The most recent analysis by an outside agency was completed in 1999 by consultants from UCLA in conjunction with the COC English and Mathematics departments. The report analyzed the relationships between exams and prerequisite skills and concluded that the overall fit of items and performance assessments to course skills was acceptable (Ref. 5.33).

In 2002, the Mathematics department conducted a rigorous analysis of criterion-related validity and

cut-score evidence and is considering reconfiguring the non-college credit prerequisite sequence. The Mathematics department will be making recommendations on its findings by Spring 2003.

Planning Agenda:
Implement findings of the Mathematics department study.

5.6 The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

Descriptive Summary:
The college has in place a wide range of services that serve to remove barriers to academic success. With the exception of services that have eligibility requirements, for example EOPS and CARE, services are available to all students regardless of status, program of study, or resident address. Students are made aware of these services through a variety of publications, the college web site, and occasional presentations in classrooms. Additionally, each year the campus sponsors a "service awareness day" where students are made aware of all campus services. Service hours for these departments are published in the Schedule of Classes and are posted on the web site.

In Fall 2002, the college opened the Canyon Country ACCESS site to provide limited courses and services to residents on the eastern edge of the service area. The site is located approximately eight miles from the main campus, and nearly 1,000 students have elected to enroll. Students enrolled at the ACCESS Site often enroll in classes on the main campus; consequently their access to services such as financial aid and counseling occurs while on campus. Additionally, classes are offered at other off-campus locations, for example local high schools and city facilities. Students taking classes at these locations must access services by phone, the Internet, or by visiting the main campus.

To ensure reliable, comprehensive, and accessible services, the college has developed a variety of service delivery methods. Designed to provide access and service regardless of the student's location, these methods have proven popular among students and staff. Perhaps the most well used form of access is telephone registration. The system, known as STAR, allows students to register, add and drop classes within guidelines, pay fees, and access prior semester grades. Approximately 90 percent of the students utilize the system to register. In summer 2002, the college initiated online registration, which performs the same functions as the STAR system in addition to enabling searches of the schedule to allow for more precise planning.

The college web site, accessible to all who have access to a computer with internet access, provides services in the form of valuable information about college policies, services, and operations. To enhance accessibility the college provides open computer labs throughout the campus.

New student orientation will be offered exclusively online beginning in the Fall 2002 semester. This program is approximately one hour in length and features information about education planning,

registration, tips for success, and opportunities to find additional information. At the end of the program students are issued a registration appointment. This site, along with all other campus web sites, meets the accessibility standards (Ref. 5.34).

A number of other services are available in alternative formats. These formats, combined with the traditional walk-in delivery, ensure access to services regardless of a student's location. Examples include Internet access to the library and telephone access to the writing lab, transfer center, counseling department, EOPS, financial aid, tutoring, career services, and DSP&S. TTY phones are available at five locations throughout campus.

Self Evaluation:

The Spring 2002 Accreditation Survey of Faculty, Staff, and Students indicated that with regard to the availability of services, 71 percent of the students surveyed indicated that "student services are available when I need them;" 80 percent of the students indicated that the college "provides enough support services to obtain educational goals;" and 72 percent of the students agreed or strongly agreed that "the college provides comprehensive services to students" (Ref. 5.12).

Non-instructional program reviews in the following departments have yielded similar results. Students found the services reliable, available, and adequate to meet their needs:

1. Disabled Students Programs & Services, June 5, 2001 (Ref. 5.21)
2. Student Development, Spring 2001 (Ref. 5.19)
3. EOPS Program Review, November 2000 (Ref. 5.20)
4. International Students Program, February 26, 2001 (Ref. 5.22)
5. Career Services, Spring, 2001 (Ref. 5.23)
6. Counseling, June 1998 (Ref. 5.18)
7. Admissions and Records, November 2001 (Ref. 5.11)

Of particular note is the MESA program. At the site visit performed in October of 2000 by the Statewide MESA organization, it was documented that the College of the Canyons MESA Program had established a well-equipped and welcoming student study center. In preparation for this site visit, the staff distributed a survey instrument to measure student satisfaction with the program. Of those surveyed, 100 percent indicated that the MESA Program increased their success in their classes, 96 percent indicated that the study center and the computers were available when they were needed, 93 percent indicated that the study center is a good environment for studying, and 88 percent were able to see a tutor when it was needed (Ref. 5.35).

Issues such as curb cuts, non-ADA-compliant restrooms in older buildings, non ADA-compliant signage in some buildings, and accessibility in the food services area have been addressed by external evaluators and are being addressed in the general construction plans for the campus as well as by the Architectural Barrier Removal project currently underway on campus.

Planning Agenda:

The Counseling department will develop the capability to provide online counseling services to students from off-campus locations and, in particular, the Canyon Country ACCESS site.

5.7 The institution, in keeping with its mission, creates and maintains a campus climate that serves and supports its diverse student population.

Descriptive Summary:

The college has published statements of philosophy dealing with teaching and learning, respect for all people, partnerships with the community, and excellence. With regard to a campus climate that supports a diverse student population, the following is stated:

> *We foster a campus climate characterized by civility, collegiality, and tolerance. We encourage honesty, integrity and social responsibility* (Ref. 5.36).

This philosophy is realized through a wide variety of activities including cultural events, sponsoring clubs and organizations, curriculum, the physical plant, and in-service training for faculty and staff. Evidence of the success of these efforts can be found in the changing demographics of the college. A welcoming environment for students and a commitment to diversity have resulted in significant changes in student demographics. In 1990 the student population was 79 percent white, with the next largest group being Hispanic at 11 percent. By 1999, the Hispanic student population had grown to 18 percent. Additionally, the campus has larger percentages of other major ethnic groups. In 2001-02 the ethnic diversity of the student population was as follows:

Ethnic Group	Fall 2001
Asian/Pac Islander	6%
African American	4%
Filipino	3%
Latino	19%
Native American	1%
Other	6%
White	54%
Unknown/Declined to State	7%

An important aspect of the campus climate is the actual physical plant. Significant resources are allocated to creating a clean, well-maintained physical plant. These resources play a large role in creating a welcoming campus climate. In addition, the campus has created gathering places for students to interact outside of the classrooms and will continue to expand these spaces in the new buildings.

The main area for co-curricular activities is the Student Center, which underwent an extensive remodel in 1999 and opened with improved dining facilities, meeting rooms, and an atrium.

Several faculty have founded the COC (Celebrating Our Culture) Heritage Committee. The committee plans and sponsors relevant and meaningful events on campus to celebrate all cultures on an ongoing basis. The committee strives to promote understanding and appreciation of the cultural diversity of students, staff, and the community; develop a cultural diversity program designed to

provide in-service training to educate faculty and staff; include cultural diversity as a component of staff development; and integrate multicultural and international perspectives into the college program. The committee has been able to meet the initial commitment of presenting at least two cultural events per semester.

Clubs and organizations provide students an opportunity to participate in out-of-classroom activities that support the diverse student population. The Office of Student Development assists students in the chartering process to create student clubs and organizations to meet the needs of the diverse students.

The college's outreach program has several components that target historically underrepresented students and counsels students and parents on financial planning and college success. This program, "College: Making It Happen," has reached thousands of potential students in the community.

Ceremonies and events are another way in which the college supports diversity. Examples include ceremonies for disabled students, students studying specific vocations, and honors students. Events such as the film festival and dance festival celebrate cultural heritage and diversity through the display of student talent. Student art is exhibited in the campus art gallery twice yearly.

The International Students Program (ISP) was formally established in 1997 with the goal to increase diversity on campus. The program started with approximately 30 students and has significantly expanded to approximately 200 students. The program has achieved one of its main goals by recruiting students from a wide variety of cultures and bringing them on campus.

Self Evaluation:

Students at the college reflected their attitudes about cultural diversity on campus in the Spring 2002 Student Accreditation Survey. The majority of the students surveyed agreed with the statement, "The college provides opportunities to enhance my understanding of cultural diversity" (Ref. 5.12).

While 52 percent of the general student population agreed with the statement, "As a disabled student, services at the college are accessible to me" (Ref. 5.12). 85 percent of disabled students thought that services were accessible to them in the June 2001 DSP&S program review (Ref. 5.21).

An important aspect of supporting a diverse student population is through the curriculum. In the last five years the faculty at the college have been committed to creating a curriculum that is up-to-date and supportive of students from diverse backgrounds. As part of the curriculum change procedures, faculty must note how their courses will reflect diverse viewpoints. This support is evident in the hundreds of course modifications and/or new course proposals since 1997.

Planning Agenda:

None.

5.8 The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all

of its students and encourages personal and civic responsibility.

Descriptive Summary:

The institution recognizes the extensive research that supports the theory that involvement in college activities, or extra curricular connections with the college, lead to greater levels of persistence and success. The theory has been operationalized at the college through a wide variety of opportunities for involvement, as well as a commitment to employ students on campus whenever possible. Students participate in many college sponsored co-curricular activities designed to promote intellectual, ethical, and personal development. These opportunities include clubs, sports, performing and fine arts, academic competitions, and student government.

The Associated Student Government (ASG) officially represents students in college affairs. The Board of Trustees, through Policy 514 (Ref. 5.25), has recognized the importance of the student voice in collegial consultation. The purposes of the Associated Student Government are: to promote the general welfare of the students; to provide an experience in the practice of democratic government; and to plan, develop, and encourage student participation in student activities. Student involvement in the ASG provides students an opportunity to develop and practice leadership skills and to make progress on a variety of intellectual and social competencies.

Clubs and organizations provide students an opportunity to work in a group to develop goals and plans of action that, when implemented, help students practice various leadership skills and achieve personal competencies. The number of active clubs changes with student interest as does the particular focus of the clubs. The following clubs were active in spring 2002:

- Alpha Gamma Sigma
- American Society for Engineering Education (ASEE)
- Biology Club
- Club MESA
- C.O.C. Ice Hockey Club
- C.O.C Speech & Debate Society
- C.O.C. National Student Nurses' Association
- EOPS/CARE Club
- Future Educators Club
- Grace on Campus
- HITE
- Latter-Day Saint Student Association
- Model U.N.
- Organization of Latin American Students (OLAS)
- Phi Theta Kappa
- Premiere
- Psi Beta
- Psychology Club
- The Young Millionaires Club

Beyond student government and clubs, the Office of Student Development provides students opportunities to further develop their leadership skills and personal competencies through participation in programs such as AmeriCorps and College: Making It Happen. Each program allows students to participate as tutors, leaders, or mentors working with a range of recipients including elementary school children, junior high students, and new college students.

The Volunteer and Service Learning Center houses a variety of programs that offer students the opportunity to provide service to the local and outlying communities. The program currently serves 491 students with 45 faculty participants. Eighty-eight community agencies participate in the program. The Cougar Volunteer Program offers students traditional volunteer opportunities based on altruistic interests to assist populations served by local agencies. The Service Learning Program differs from traditional volunteerism in that its aim is to connect the student's service experience to classroom theory.

A teacher preparation program, TEACH, provides students, through its AmeriCorps and SCV Reads components, the opportunity to tutor elementary school children in literacy development.

A number of other opportunities foster civic responsibility and intellectual development. For example, the intercollegiate athletics program not only fosters a sense of team play, camaraderie, and sportsmanship, some programs also sponsor a reading/tutoring program in the local elementary schools. The fine arts and performing arts programs include active community-based performance schedule. Students are able to display their work in the bi-annual gallery show, and participate in local art festivals.

The school newspaper, the Canyon Call, affords opportunities for exposure to the field of journalism, as well as giving students the opportunity to compete in journalism-related competitions. The Model UN program is another example of opportunities for involvement in co-curricular activities. Other activities include a series of personal and professional/related workshops sponsored by the Career Center and CalWORKs, and cultural activities sponsored by EOPS and CARE.

Self Evaluation:

One of the most important methods through which the college supports personal development and responsibility is through the employment of students. When the Partnership for Excellence program was established, the college set aside nearly $200,000 to employ students on campus. These dollars, along with strict guidelines for campus employment, ensure that students are connected to the college, maintain academic standards, and are gaining valuable experience toward career and educational goals.

Through increased support of athletic teams and an expansion of the athletic program, the college created significant opportunities for involvement and extra-curricular activities. These programs have proven successful in recruiting students and assisting them to become active members of the campus and surrounding community. COC athletes often engage in volunteer and service related activities. Since 1997, the college has added four intercollegiate teams, three of which are for women (soccer, water polo, golf) and football.

A majority of the students surveyed agreed with the statement, "The college provides adequate opportunities to enhance my understanding of civic and social issues." Fifty-nine percent of the students agreed that they were aware of clubs and opportunities to participate in the Associated Stu-

dent Government, and 56 percent agreed that the college provides adequate opportunities to volunteer and to engage in community service (Ref. 5.12).

The Spring 2002 Accreditation Survey asked if the faculty and staff serve as role models with regard to responsible and ethical behavior. Seventy percent of the students surveyed agreed or strongly agreed with the statement. Finally, seven percent of the students agreed that the faculty and staff are willing and open to serving as role models (Ref. 5.12).

Planning Agenda:
None.

5.9 Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.

Descriptive Summary:
Student records are maintained permanently, securely, and confidentially, with secure backup taking place on a regular basis. Since 1990, student demographic and academic records have been maintained on the mainframe computing system. All electronic student and academic records were converted into the new administrative software system in 1999. The new system backs up student records on a nightly basis. Paper transcripts from prior to 1990 have been electronically imaged. Paper copies are maintained as a backup in fireproof locked cabinets.

To ensure electronic record security, the software system is password protected, and security down to the user level is in place. This modern system allows for user security down to the screen and individual data field level. Administrative review and recommendations for individual staff access to records take place on hiring and termination of all staff. In conjunction with access control, new staff members undergo training on records systems and security as well as the protocols for confidentiality of records, and releasing information to students.

Records prior to 1989 are maintained in a paper format. The security of paper records is maintained in a variety of ways. Some records have been imaged into a records management system. Academic records are kept in locked, fireproof file cabinets. Demographic records, course grades, and archive state reporting records for all active students are kept in a records vault located in the Admissions and Records office. Inactive student demographic records from 1969 to 1990 are kept in a fire resistant storage facility located directly behind the bookstore.

With regard to confidentiality, the college has developed a system of access to student records that is in accordance with district policy, as well as state and federal law. Students have access to their records upon written request accompanied by photo identification. With the exception of disciplinary records, the Admissions and Records office maintains all documents related to students.

Record keeping in categorical programs follows the same protocols as in Admission and Records. These files are maintained in fireproof file cabinets, with access granted to staff in the specific program areas.

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Self Evaluation:

The student records vault is located in the Admissions area and houses all active student files for the past ten years. The vault is currently at capacity with student files. In addition, a remote storage facility houses paper student files back to 1969. The three internal variables that most affect records management are the growth of the college, the introduction of new program populations, and the ever-changing need for technological advances.

The volume of records managed by Admissions and Records is detailed in the following table:

Type of Service	Quantity Served Academic Year 1999-2000
Applications for Admission	27,807
Grade Changes Completed	172
Drop/Census Sheets Processed	11,903
Name/Address Changes Processed	2,803
Subpoenas Processed	24
Inactive students files purged	16,658
Enrollment Verifications Processed	852
Outgoing Transcripts Sent	5,024
Special Program Enrollment Completed: Fire, Sheriffs, Summer Sports, Youth Orchestra	4,495
Petitions for Course Repetition	559
Petitions for CR/NC Grading Options	153
High Intensity Transfer Postings	494
Athletic Eligibility Processed	1,062
Petitions for Academic Standards	3,045
Veteran's Certification	263
Transcripts Evaluated	2,678
New Student Files Created	7,530
Documents Imaged	34,102

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The college converted from non-integrated legacy software to an integrated, relational database. This product has allowed Admissions and Records to streamline operations by offering services online. On-line registration began in April 2002 for summer classes.

Scanning of applications has moved the processing of applications from manual to electronic form and added to office efficiency. Certification of veteran's benefits has changed from typewritten forms to online submission over the Internet. Admissions ans Records staff have created an online form for athletic eligibility that eliminates manually typed documents and has increased ease and productivity of reporting. The department is currently moving from manual verification of degree and transfer requirements to a more secure electronic degree audit system. Admissions and Records has been asked to participate in a pilot program sponsored by DeAnza Community College for electronic guaranteed transfer agreements with CSU, Northridge, CSU Fullerton, and San Jose State in Spring 2002.

Planning Agenda:
The district will implement a comprehensive records management system with individual desktop retrieval functionality.

The district will document image 2.5 million historical records with a system that will include off-site scanning of all records, weekly backup of imaged records on the district's network, and off-site CD storage of records at another facility.

The district will implement an online degree-audit system.

5.10 The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

Descriptive Summary:
In addition to standing management meetings that evaluate student services and develop plans for improvement, several standing advisory boards provide input relevant to the adequacy and effectiveness of student service programs. The Matriculation program has several committees comprised of faculty, staff, and students that advise the director on matters concerning the matriculation functions. EOPS/CARE, DSP&S, and ISP each have standing advisory committees comprised of members of the campus, as well as surrounding, communities. Financial Aid and Scholarships conducts advisory committee meetings and is audited on an annual basis.

Site evaluations have been recently completed by the Chancellor's Office for both EOPS/CARE and DSP&S. These external evaluations revealed that the programs were very effective in meeting the needs of students and provided recommendations that the college will follow to improve student service (Refs. 5.20 and 5.21).

The planning process is strengthened at the college by the non-instructional program review process.

Within the last five years, the following student service departments have completed such a review:

- Counseling
- Student Development
- Career Services
- International Students Program
- EOPS/CARE (in conjunction with external review)
- DSP&S (in conjunction with external review)
- Athletics
- MESA
- TEACH program (external evaluator paid by the grant)
- Admissions and Records

Student Services non-instructional program reviews include a description of the program, the services, functions, and goals of the program. Budget issues, external variables affecting the program, and recommendations to enhance service are also included in the self study review.

The College Planning Team (CPT) meets on a monthly basis to establish and review goals and objectives for the campus, including student services. Additionally, the CPT has authored the Mission Statement, Vision Statement, and statements of philosophy that guide the operations of the college. These statements guide all of the various operational committees, advisory committees, and planning meetings. The CPT sets standards for non-instructional program review. The reviews completed by the above departments were completed following these guidelines.

Self Evaluation:
The planning and evaluation completed in student services has improved service to students. Moreover, the evaluations have confirmed that the programs are effective and appropriate to meet student demand. Some results, for example those for Counseling, have indicated that there are not enough counseling resources to fully serve students. Following the review, the campus took steps to add counseling services and has subsequently added two generalist counselors, a DSP&S counselor, and an athletic counselor. An additional generalist counselor will be added in AY 2003-04. Other results, for example those found in the Admissions and Record review, indicate that when students interact with the department their level of satisfaction increases.

In the Accreditation Survey, completed in Spring 2002, it was found that every student service on campus was rated "useful" or "extremely useful" by at least 62 percent of the students surveyed. For most services, at least 70 percent of the students found them "extremely useful" or "useful." Seventy-one percent of the students surveyed "agreed" or "strongly agreed" that student services were available when needed. Seventy-two percent agreed that the college provides comprehensive services to students, and 80 percent felt that, in general, the college provides enough support services to obtain educational goals (Ref. 5.12).

Planning Agenda:
None

Standard Five References

5.1 Santa Clarita Community College District Board Policy 501: Eligibility Requirements for Admission – New Students, April 15, 1998

5.2 College of the Canyons Student Affairs Procedure Manual, Procedure Number: 0601; Underage Admissions – K-10: Procedures for Advising Underage Admits; July 1, 1998

5.3 College of the Canyons Schedule of Classes, Spring 2002

5.4 College of the Canyons Catalog, 2001-2002

5.5 Concurrent Enrollment for High School Students at College of the Canyons, October 2001

5.6 Santa Clarita Community College District Policy 504: Requirements Prior to Registration, December 11, 1991

5.7 Santa Clarita Community College District Policy 505: Registration Into Classes, April 7, 1999

5.8 Proposed Administrative Regulations Relevant to: Santa Clarita Community College District Board Policy 505: Registration into Classes, April 19, 1999

5.9 College of the Canyons 2002-2002 Student Handbook & Academic Planner

5.10 Application for Admission – College of the Canyons

5.11 Program Review for Admissions and Records, College of the Canyons, November 2001

5.12 Accreditation Surveys: Faculty & Staff and Student, Spring 2002, Report #117, College of the Canyons, Institutional Development and Technology

5.13 Program Flyers and Brochures

5.14 College of the Canyons Petition for Graduation, February 1996

5.15 Santa Clarita Community College District Policy 536: Academic Standards, May 12, 1999

5.16 Santa Clarita Community College District Policy 532: Student Grievance Policy – Due Process, December 11, 1991

5.17 Santa Clarita Community College District Policy 533: Student Grades or Grading Grievance Policy, December 11, 1991

5.18 Program Review of Counseling, College of the Canyons, June 1998

5.19 Program Review: Student Development: College of the Canyons, Spring 2001

5.20 EOPS Program Review, College of the Canyons, Summary Report, November 2000

5.21 Disabled Students Programs & Services, Program Review, College of the Canyons, June 5, 2001

5.22 Non Instructional Program Review, Student Services Department, International Students Program, February 26, 2001

5.23 Non-Instructional Program Review, Career Services, Spring, 2001
5.24 Santa Clarita Community College, Policy Manual, 535 – Student Participation in Shared Governance, June 10, 1992
5.25 Santa Clarita Community College District Policy, 514 – Associated Students Organization, December 11, 1991
5.26 Santa Clarita Community College District Policy, 527 – Confidentiality of Student Records (Family Educational Rights and Privacy Act), December 11, 1991
5.27 College of the Canyons Student Conduct Code, June 1998
5.28 Santa Clarita Community College District Policy, 529 – Student Conduct
5.29 International Students Program recruitment brochure
5.30 Financial Aid loan and grant awards for 2000-2001.
5.31 Santa Clarita Community College District Policy, 535 – Student Participation in Shared Governance.
5.32 Sample Associated Student Government meeting agenda, AY 2001/02
5.33 1999 study by the UCLA Center for Research in conjunction with the COC English Department.
5.34 Web Content Accessibility Guidelines 1.0 Priority One Checkpoints. October 19-21, 2001.
5.35 October 2000 site review report on the MESA program
5.36 Santa Clarita Community College District Mission, Vision and Philosophy Statements.

Standard 6

Photo by Pies Aguilar

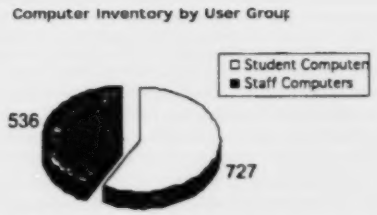
Information and Learning Resources

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

6.1 Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories, are sufficient to support the courses, programs, and degrees wherever offered.

Descriptive Summary:

The Learning Resources Program, which includes the library, Tutoring/Learning/Computing (TLC) Lab, Audiovisual Services, and the Reprographic Center; Computer Support Services; and the instructional divisions, provides information and learning resources. Since its 1996 Self Study, the college has essentially undergone a technological revolution. The new library opened in January 1997 and brought to faculty, staff, and community members a fully automated, online, public-access catalog with 47 general-use computers with Internet access, all of which had not previously been available. In 1997 the college had 325 computer systems located in labs, offices, and classrooms.



As illustrated by the adjoining graph, the number of computer systems in early 2002 has expanded to 1263 systems, with 727 systems in student use areas and 536 systems used by faculty and staff. The growth in computer labs is similarly remarkable, increasing in number from 9 stand-alone labs to 32 computer labs attached to the campus network with Internet access, which includes two off-site facilities with three labs. To better serve the academic computing needs of the institution, Computer Support Services (CSS) was developed in 1997 and is overseen by a network manager and the Executive Dean of Institutional Development and Technology, who also supervises the Management Information Systems (MIS) department.

Prior to 1997, the college's data network encompassed only three of the eleven permanent buildings on campus. The three buildings were connected with multimode fiber-optic cabling in a FDDI 10MB topology that provided access to the college's mainframe and limited access to e-mail. In 1997, with the opening of the new library and Media and Fine Arts buildings, the campus network was extended to include all permanent buildings on campus. The new expanded network was configured in a Fast Ethernet topology utilizing air-blown multimode fiber to interconnect the buildings with a two-gigabit backbone

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

and providing all users with a 10MB link to the network with a T-1 link to the Internet. The college network now includes three T-1 lines for Internet access, two for voice communication, and one for video transmission. In addition, last year the college opened the ACCESS site. Located eight miles from the main campus in Canyon Country, it is connected to the main campus for voice and data through a leased T-1 line.

The MIS department provides employees of the college with access to the administrative computing system for fiscal information, course offerings, and student information. Beginning in 1998, the college migrated its administrative computing system from a legacy system to Datatel's Colleague software. The new integrated system went "live" in July 1999 and has evolved to include online registration, purchasing, human resources, payroll, and the college's general ledger. Each component of this system is protected with passwords and access permissions to maintain the confidentiality and integrity of the information. In 1996, EPOS, the college's touch-tone registration system, was implemented to allow students to register over the telephone. This system has been expanded and now includes 16 active phone lines and the ability to pay fees over the telephone. Web registration was piloted for Spring 2002 registration (os.coc.cc.ca.us). Now students have a choice of registering on the web or over the telephone. The vast capabilities of the web-based registration system will allow the college to expand the available services to students and help to promote the distance education program.

The library has a collection of print and non-print materials that includes 49,579 volumes, 240 periodical subscriptions, 445 compact disk (CD) titles (music and spoken), 246 CD-ROM titles, 2153 video titles in VHS and DVD formats, and access to eight electronic databases (Ref. 6.1). One of these databases, ProQuest, provides access to articles from approximately 3000 publications, supplementing the library's print periodical collection. All of these resources are listed in the library's online catalog (www.coc.cc.ca.us/offices/Library/catalog/), which students and staff can access on campus and remotely, providing a great resource to distance learning students. Most of the electronic databases can also be accessed remotely, providing an additional useful resource to distance learning students. The library also provides language lab facilities to support students in foreign language classes, as well as English as a Second Language classes.

Audiovisual Services provides classroom audiovisual equipment, production services for video and other media, and equipment repair, as well as district-wide services such as graphics/photographic production, teleconferencing, videoconferencing, and supporting special events with a variety of audiovisual setups. It supports the interactive television classroom (I-110), as well as two large multimedia classrooms (L-105 and M-318), and offers videotaping services from cable and analog and digital satellite receivers.

The TLC Lab provides tutorial services to students on a walk-in basis primarily in English and mathematics. Services in other subject areas are provided as the need is determined and funds are available.

The Lab receives most of its funding for tutors from Partnership for Excellence (PFE) funds. The Lab provides 56 general-use computers with Internet access for students and staff. Priority is given to students who are using the computers for classroom assignments. The Lab also supports the Mediated Learning Math Lab (M-218/219), which houses 37 computers for computer-assisted math classes.

The Reprographic Center provides campus-wide printing services to faculty, staff, offices, and departments. Quick-copy service utilizes digital equipment that will allow users to send requests remotely to the Center using their office computers. Traditional offset presses are used for high-volume requests. A variety of pre- and post-press services are also provided.

Computer Support Services (CSS) provides technological service and support to all instructional and non-instructional areas of the college. CSS is responsible for the college's presence on the Internet (e-mail, web, and the college's Intranet for the sole use of college staff), computer hardware, software, and peripherals, as well as the support and maintenance of the campus data network. CSS staff, in cooperation with the Professional Development office, maintain a Technology Center, which provides training to faculty and staff on current and emerging technology. The Technology Center is configured to support classroom training as well as provide drop-in assistance.

CSS maintains an Intranet that provides employees access to a variety of valuable information, including a staff directory complete with photographs; an archive of past presentations; and a variety of forms, memos, and publications. In addition, the Intranet provides links to various committee sites and stores meeting agendas and minutes from those meetings. The Intranet is password protected and available only to employees.

Self Evaluation:

According to the faculty and staff Accreditation Survey results (Ref. 6.2), 71-73 percent of the respondents agreed or strongly agreed that library materials, audiovisual equipment, and computing resources are adequate to support the college's educational program. From the student Accreditation Survey results (Ref. 6.3), 83 percent of the respondents indicated that they agreed or strongly agreed that library materials are adequate to meet their needs. Ninety-one percent indicated that they had found TLC Lab services to have been useful or extremely useful.

The college's equipment and access to information and learning resources are sufficient to support the current curriculum. However, technology is changing rapidly and a comprehensive equipment replacement plan as described in the Technology Master Plan (Ref. 6.4) needs to be properly funded to ensure currentness with technology and support for the evolution of the curriculum.

The college's Intranet is currently underutilized based on observations by Computer Support Services. Most employees still prefer hard copies of information as opposed to the electronic copies available on the Intranet.

Planning Agenda:

As new buildings are added to the campus and the student body continues to grow, maintain the adequacy of information and learning resources.

Pursue consistent funding for equipment replacement and network expansion at a level to ensure compatibility and provide for voice, video, and data transmissions that continue to support the curriculum.

Expand the use of the web registration program to include additional services to students such as application for admission, transcripts, and semester grades.

Conduct staff training through CSS on the use of the Intranet and work with committees and departments to maintain and expand the information provided on the Intranet.

6.2 Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.

Descriptive Summary:

The Learning Resources Program, Computer Support Services, and the instructional divisions and departments make annual requests for equipment through the budget development process described in Standard 9. This collaborative process ensures that the equipment needs of the college are prioritized and meet with available resources.

All audiovisual equipment, including items permanently installed in classrooms, is inventoried and maintained by Audiovisual Services. Audiovisual Services also establishes the standard for the purchase of all audiovisual equipment, including LCD projectors, televisions, and DVD players, making the purchase of replacement parts and providing appropriate service much easier.

Computer Support Services inventories and maintains all instructional and non-instructional computers and related peripherals. CSS, in consultation with the Technology Committee, establishes the standard for the purchase of this equipment and related software, ensuring appropriate and cost effective maintenance.

A new Technology Master Plan (Ref. 6.4) was completed in 2001 that updated the college's existing plan. This new plan contains the practices of the college since the inception of the CSS department in 1997. One of the major components of this plan deals with computers for new employees. The college has made a financial commitment to ensure that each full-time employee is provided a computer if his/her work assignments require one. In addition, a replacement program for outdated technology has been put in place to ensure that the college stays current and remains competitive in terms of class offerings.

Both Audiovisual Services and Computer Support Services have been working to establish a central location for classroom technology. By working together, they have established several multimedia carts consisting of a computer and projection system.

In addition, Computer Support Services maintains a number of laptops available for checkout to college employees. This cooperative effort is meant to increase the availability of classroom technology without the substantial cost of equipping each room with such technology.

The Reprographic Center inventories and maintains all reprographic equipment on campus and establishes the standard for the purchase of this equipment.

Library materials and resources are selected by recommendations from students, faculty, staff, and librarians following Board Policy 613, Selection of Materials and Equipment (Ref. 6.5) and the library's Collection Development Policy/Procedure (Ref. 6.6). Librarians work closely with classroom colleagues to identify needed materials and resources. When the library opened in 1997, the college received $139,000 for materials as a part of the new library-building project. These funds were used to replace older materials and to add new materials to support new curricula. In the past two years the Partnership for Excellence (PFE) has funded the library's request for $30,000 for the purchase of additional materials. These funds have augmented the regular budget of $20,000 and made a significant improvement in the library's collection. Also, the Library Associates, a College Foundation support group, has provided an annual (variable) amount of money to address the special needs of particular departments for additional materials and resources.

Self Evaluation:

According to the library's non-instructional program review (Ref. 6.7), surveyed students, faculty, and staff who were surveyed found the library's services, materials, and equipment to be well above average. Students wanted more computers and printers, faster Internet connections, and a faster online catalog. They also suggested additional open hours. Faculty wanted more funds for materials and a more user-friendly online catalog. The review also shows the improvement in the library's collection due to the infusion of PFE funds.

The TLC Lab non-instructional program review (Ref. 6.8) revealed that surveyed students and faculty were aware of the Lab and its services and rated them highly. Primary suggestions included more open hours, more tutors, and additional space.

The Faculty and Staff Survey, Fall 2000 (Ref. 6.9) also showed that Audiovisual Services and the Reprographic Center have high satisfaction ratings for services and equipment. Respondents suggested that newer equipment, increased staff, and more in-class equipment such as LCD projectors could improve Audiovisual Services. The Reprographic Center received suggestions to add more staff, space, and self-serve capabilities. New reprographics space is a part of the college's expansion plans and is funded in Measure "C" approved projects.

A survey completed as part of the Computer Support Services non-instructional program review (Ref. 6.10) found that the services provided by the department were above average. Suggestions included increasing both the timeliness of responses, the

availability of technical staff, additional checkout equipment, assistance with web page development, and allowing end users to check the status of work requests.

Planning Agenda:
Investigate the purchase of help-desk management software that would allow end users to track technical support requests.

Expand the number of computers available for student use in the library.

Explore the possibility of increasing library online catalog speed by leasing a dedicated line between the library and CalArts, which is where the server for the catalog resides.

6.3 Information and learning resources are readily accessible to students, faculty, and administrators.

Descriptive Summary:
All faculty, administrators and staff who need computer access are provided with a computer. Of the more than 1263 computers owned by the college, approximately 727 systems are available for student use. Computer Support Services maintains the college's network, which provides students, faculty, and administrators with access to the Internet, printers, and data stored on the college's servers. Learning Resources makes information about its services available through the college's web site, coc.cc.ca.us. The web site also allows users to access library holdings, including most of its electronic databases throughout the campus and off-campus.

The following are the open hours for student access to Learning Resources, Disabled Students Programs and Services (DSP&S), and Computer Support Services:

Audiovisual Services	M-Th 8:00am-8:00pm F 8:00am-4:30pm, Sa 8:00am-1:00pm
Computer Support Services	M-Th 7:00am-9:00pm F 7:00am-5:30pm Sa 8:00am-4:30pm
Disabled Students Programs and Services	M, W, Th 9:00am-4:00pm Tu 9:00am-7:00pm F 9:00am-12:00 noon
Library	M-Th 8:00am-9:00pm F 8:00am-4:30pm, Sa 8:00am-3:30pm
Reprographic Center	M-Th 7:45am-9:00p.m F 7:45am-4:00pm Sa 7:45am-1:30pm
TLC Lab	M-Th 8:00am-9:45pm F 8:00am-4:30pm Sa 8:00am-3:00p.m

Other computer and departmental labs maintain appropriate hours and are staffed with faculty, full-time staff, or hourly employees to assist students.

Disabled Students Programs and Services (DSP&S) provides services to students with disabilities. In addition to providing tutoring services, the program maintains a computer lab that includes all of the instructional software offered on campus. Students

who require DSP&S services have access to a variety of assistive technology such as screen readers, voice recognition and dictation software, Braille printers, and computers with large screens and scanners.

The position of Access Coordinator was funded by the Chancellor's Office and serves as a source of information for faculty and staff on accessibility issues. The Coordinator works with Computer Support Services to deploy assistive technology to a select number of computer stations on campus. The goal is to ensure that at least one computer in each lab and ten percent of the student-use computers campus-wide have the necessary hardware and software so that a disabled student can successfully access needed materials and information to complete class assignments.

Beginning with the Spring 2001 semester, the Schedule of Classes was made available on the college web site. This has allowed students to view updates and changes to the schedule on a weekly basis without having to call Admissions or come onto the campus. For Spring 2002, a "real-time" Schedule of Classes was brought online with the debut of the college's online registration (os.coc.cc.ca.us). Online services allow students to view the class schedule in real time and find instructor and room changes, class capacity and seat availability, and any additions or cancellations to class offerings. In addition, students can register for classes, add, drop, and even pay their fees electronically over a secure connection.

The library has reference librarians available during all open hours. They also provide class orientations as requested by instructors and orientations for faculty and staff members. Additionally, twice every semester they offer a one-unit class, Library/Media Technology 100, Introduction to Research. All areas of Learning Resources and Computer Support Services provide orientations to new full-time faculty, adjunct instructors, and classified staff several times throughout the year. These orientations ensure that employees are aware of the services provided.

Professional Development offers a technology training series each semester, which introduces and/or reinforces the use of technology for staff, faculty, and administrators. Classes in the series include the basics of computer use, the operation of LCD projectors, e-mail, and current office and presentation software.

Self Evaluation:

As indicated in number 5 below, the college is below the Total Cost of Ownership (TCO) baseline standard for disabled access. (The TCO baseline has developed by the Chancellor's Office to describe the ideal support, infrastructure and capital costs of using technology.) The college is now in the process of purchasing equipment and software to meet the needs of our disabled students and staff.

Ninety-eight percent of all traditional classrooms have Internet access. This access allows an instructor to connect to the Internet with a laptop or multimedia cart and utilize the Internet in classroom lectures and discussions. However, the number of multimedia carts and laptops for checkout compared to the number of classes offered limits the availability of this equipment. Access to computer labs needs to be

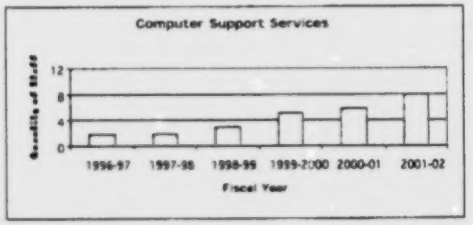
reviewed to consider the appropriate scheduling of staff to needs of evening and weekend students. The college is currently below the TCO baseline standards for such access.

Professional Development conducts an annual survey of the training needs of the campus staff. Additionally, all training sessions are individually evaluated.

Planning Agenda:
None.

6.4 The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.

Descriptive Summary:
Most full-time staff members of Computer Support Services have college degrees and/or relevant experience in computer hardware and software. The staff members attend training classes and conferences to maintain and enhance their skills. In addition to installing and maintaining computer hardware, software, and peripherals, they staff the John Drislane Technology Center (I-106), where faculty and staff can work on their own projects and/or participate in formal training sessions to learn about a wide range of technology skills, including software programs, how to scan and manipulate images, how to use classroom technology, how to create a web site, how to use Internet resources for their classes, and/or how to put a class online.

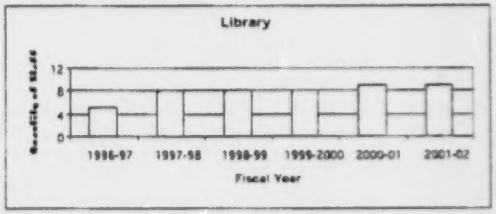


The Distance Education Coordinator, who is a faculty member receiving a stipend, works closely with other faculty to determine their technology needs in terms of training and general support and assistance. The Coordinator in particular, and the Distance Learning Program in general, are supported through Learning Resources by an Instructional Media Technician II—Distance Learning. This Technician works closely with faculty who offer College by Television and online classes to maintain contact with their students and respond to student technical questions. The college is currently conducting the employment process for a classified management position titled Director, Instructional Design and Distance Learning. Once filled, this Director will take over the duties of the Distance Education Coordinator.

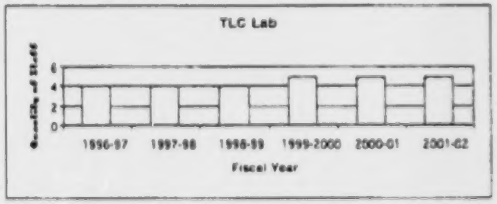
Professional Development has supported Summer Institutes and FLEX workshops to assist faculty in enhancing their courses with technology. Instruction is provided in a variety of formats, including one-on-one and small-group sessions.

The three librarians and the Dean of Learning Resources have master's degrees in library science and/or library and information science. Library tech-

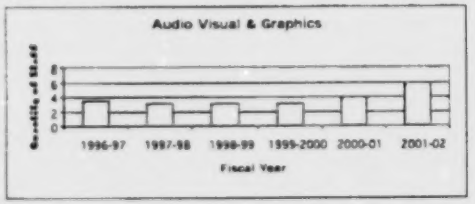
nical staff have appropriate training and experience for their positions. The librarians provide training to students and other faculty members, both individually and in groups, in the use of library materials and electronic resources. The Academic Senate supported the formation of an Information Competency Committee this year and charged the Committee to develop proposals to help students meet accepted information competencies. After a preliminary report to the Senate, the committee was asked to continue its work.



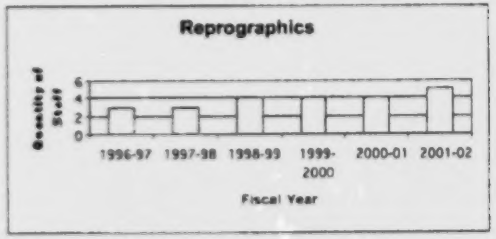
The TLC Lab Director is a faculty member possessing a master's degree. The technical staff members of the lab have college degrees and appropriate experience. Orientations to the lab are given to classes upon request and staff members also visit classes to explain lab services to students. The Director teaches a class for tutors every semester to comply with Title 5 guidelines. Tutors are usually students and are hired based on recommendations from their instructors.



Audiovisual Services staff have college degrees and/or appropriate years of experience. Staff members train faculty to use audiovisual equipment located in their classrooms or borrowed from Audiovisual Services. They also train faculty and staff to use specialized systems and installations such as L-105, M-318, and the interactive television classroom, I-110.



Staff members of the Reprographic Center have college degrees and/or appropriate years of experience. They train faculty and staff to use copiers located in the Center and in other campus locations.



Self Evaluation:

Learning Resources is in the process of updating its staffing plan for the next three years. A survey of faculty and staff (Ref. 6.9) completed in 2000 revealed that 81 percent of those responding were either satisfied or very satisfied with the willingness of the library staff to assist them with their needs. Sev-

enty-six percent were either satisfied or very satisfied with the overall knowledge of the library staff.

Computer Support Services completed their program review in 2000. Of the faculty and staff surveyed (Ref. 6.10) for this review, 87 percent were either satisfied or very satisfied with the quality of service provided by the staff, and 77 percent were satisfied with the timeliness of service. Recommendations included improving availability of staff and increasing the number of full-time technical support staff. Since that time, the department has added a Help Desk Specialist, an Application Support Technician, and an Online Service coordinator. The College's Computer Support Services department has increased from a single position in 1996, shared with MIS, to include the following positions:

- Network Manager
- Webmaster
- Online Services Coordinator
- 2 Hardware technicians
- 2 Software technicians
- 1 Help Desk specialist
- 4 part-time technicians

A survey conducted by the Gartner Group for the Chancellor's Office defined minimum staffing recommendations for technical support. According to that report, which is referenced in the department's program review, the college is short-staffed in the technical support area.

Planning Agenda:
Professional Development will work with the Director, Instructional Design and Distance Learning to determine the need for additional training for faculty interested in distance education.

6.5 The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.

Descriptive Summary:
Learning Resources, Computer Support Services, and instructional departments have benefited from the availability of Instructional Equipment Library Materials Allocation funds. With the exception of 2001-02, these funds have been almost the only source of funds for instructional equipment. This year the district was able to fund the vast majority of equipment requests, both instructional and non-instructional, from the General Fund.

The availability of Telecommunications Technology Infrastructure Program (TTIP) funds has helped the library provide quality electronic resources to students, faculty, and staff and has allowed the Computer Support Services staff to implement a replacement policy for computer equipment and purchase additional servers and network electronics to keep pace with the growth of the college.

In addition to the cost of Datatel ($296,000 for Fiscal Year 2002) and resources for new MIS staff ($160,000 in 2001/2002) the MIS department received funds to upgrade the student information system. This new system provides faster access time, additional memory and expansion capabilities, and high-speed hard drives. This new system has allowed the college to offer web registration and proc-

ess additional transactions while increasing system reliability.

A firewall, virtual LANs, and an internal IP addressing scheme protect the district data network. The firewall prevents unauthorized access to the data network from the Internet while the virtual LANs separate the instructional areas from the administrative area to increase internal security. Internal IP addressing ensures that individual workstations cannot be accessed from off-campus and increases the number of IP addresses available to the campus. Continued maintenance of the network infrastructure is necessary and support contracts are maintained with vendors to guarantee high reliability. Funding for these support contracts and additional ongoing funds for consultants are included in the department's ongoing budget.

An addition to the existing library is one of the components of the college's Facilities Master Plan (Ref. 6.11). Planning for this addition will begin within the next two years.

Self Evaluation:
The following shows how the college is meeting the minimum costs of technology using the Total Cost of Ownership (TCO) model used for TTIP expenditure plans and reports:

Category	TCO Baseline	College Status
PC's for students, faculty, adjuncts, and staff	1 PC for every 20 FTES. 1 PC for every F/T faculty. 25% of FTEF of adjunct faculty will have access to a PC. 1 PC for 80% of staff members.	1 PC for every 13 FTES (based on 2000-01 FTES). 1 PC for every F/T faculty member. 25 computers are currently accessible by adjunct faculty. 1 PC for every staff member whose job function requires it.
Printers	Sufficient printing for students. 1 laser printer for 50 faculty. 1 laser printer for 50 staff.	Students have access to black & white laser printers in every computer lab. In addition, color printing is available where necessary to support the curriculum. Faculty have access to both black & white and color laser printing in ratios of 1:14 or better. Staff have access to black and white laser printers in ratios of 1:10 or better.
LAN Access	Each PC will be LAN connected.	All PC's are connected to the campus LAN.
Office Software	Majority of PC's will be equipped with Office software.	MS Office is installed on all college owned computers.
Information Resources and Software	Each PC can access library databases, servers, web sites and software.	All computers connected to the LAN have access to online resources.
E-mail	Each PC will have access to web-based e-mail.	All student access PC's have Internet access and can connect to their personal e-mail account. The college does not currently support e-mail for students. All full-time college employees are provided an email account hosted by the college. Part-time employees and adjunct faculty are provided an email account on request.
Internet Access	Each PC is equipped with a Browser.	All PC's have a web browser installed.

Category	TCO Baseline	College Status
Virus Detection Software	Each PC is equipped with Virus Protection.	All college computers have Norton Anti-Virus for virus protection.
Access to Student Services through the Internet	Provide web access to Student Services.	Online Registration, Schedule of Classes and various information regarding student services is available online.
Access to Administrative Systems	Each PC will have access to administrative systems by 2003.	All college employees have access to Datatel from their PC's.
Scanners	1 scanner for ever 100 faculty members.	The college maintains scanners for faculty in the Technology Center. Scanners for students are provided in computer labs when appropriate.
Refresh Rate and Currency of computers	PC's will be replaced on a 3 year basis.	As funding allows we have been able to maintain currency in technology in computer labs.
PC Support Infrastructure	College will use best practice to manage their PC population.	Computer Support Services uses an Access database to track work requests and inventory of computer hardware and software.

Partnership for Excellence funds have allowed the library to update and expand its collection of print and non-print resources. As is clear from the library's program review, these funds have been essential in updating materials. Similar reliance on state TTIP funds to purchase electronic resources (databases such as ProQuest) introduces an element of uncertainty as the state budget picture darkens.

Planning Agenda:

As funding allows, the college will meet the TCO baseline standard for refresh rates and currency of computers, accessible computers for adjunct faculty, and accessibility for persons with disabilities and maintain the current status of other TCO categories.

6.6 When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.

Descriptive Summary:

The library has a contractual arrangement (Ref. 6.12) with the California Institute of the Arts (CalArts) to use its library automation software, Data Research Associates (DRA). CalArts maintains the server for this software and the college pays an annual administrative fee for this service. This arrangement means that the college shares the cost of

this software and hardware with CalArts, allowing the students and staff of both institutions to readily access the library holdings of both. Sirsi recently purchased Data Research Associates (DRA) and has announced that the DRA TAOS product will not be completed, necessitating the move to a new integrated library system. The library is also a member of the Santa Clarita Interlibrary Network (SCILNET), which includes the junior and senior high school libraries, the public libraries, and the other college libraries in the area. The network members can issue a SCILNET card that will allow their clientele to check out materials from another network member. Additionally, the library is a member of the Library of California and actively participates in the Gold Coast Network Region 7 (Ref. 6.13). One of the benefits of membership in this region is that it provides the library with free access to the resources of other regional libraries.

To provide instructional television courses, the college is a member of Intelecom (Ref. 6.14). The college is also a member of the California Virtual Campus (CVC) Region 2. Most of the college's online courses use Blackboard, the online course management software, which resides on CVC servers. This service means that the college does not have to provide this server space and maintain it.

The college is a member of a consortium headed by the Foundation for California Community Colleges that maintains a software agreement with Microsoft. This agreement provides for the installation of Microsoft software on computers owned by the college. The annual fee collected by the Foundation from each college ensures that participating colleges have access to and licenses for the latest Microsoft software. In addition, by participating in this agreement, faculty and staff are eligible to purchase certain Microsoft products at up to 85 percent off the retail price. The annual cost for this agreement varies based on FTEs and the funding is included in the college's ongoing budget.

Self Evaluation:
Current arrangements with other institutions and sources for information and learning resources are appropriately documented with formal agreements as needed.

Planning Agenda:
Library personnel will work with CalArts staff to determine what integrated library system will best meet the needs of the college's students and staff.

6.7 The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.

Descriptive Summary:
During 2000-2001 the Network Manager, who supervises Computer Support Services, completed the college's third campus-wide Technology Master Plan (Ref. 6.4) with primary input from the Technology Committee. This plan assesses the current state of campus technology and forecasts the institution's needs for the next five years. Learning Resources has a section devoted to its needs alone. Also, the Network Manager, the Professional Development Director, and the Dean, Learning Resources

work closely together on the Telecommunications Technology Infrastructure Program (TTIP) to use funds from this program to meet the technology needs of the college.

The library, the TLC Lab, and Computer Support Services have completed regular non-instructional program reviews (Refs.6.7, 6.8, 6.10) within the past year. These reviews discuss the current state of each area. Area surveys are conducted to assess the adequacy and effectiveness of each area's services. Then, based on this information, program changes/needs are projected for three to five years. The Technology Master Plan has an annual review process. Reviews are pending for Audiovisual Services and the Reprographic Center.

The Learning Resources Program is also a part of the Educational and Facilities Master Plan (Ref. 6.11). From the broader perspective of this Plan, all areas of Learning Resources are assessed and needs are projected for three to five years. For instance, the new library addition will add 37,000 square feet to the current facility. Plans for this space currently include moving the TLC Lab into this space, as well as adding a writing lab and a language lab. The space will also include additional student seating and group study rooms, as well as general computing space.

Self Evaluation:

Adequate evaluation processes for learning and information resources involving students, faculty, and staff currently exist and are being used.

Planning Agenda:

- Complete the non-instructional program reviews of Audiovisual Services and the Reprographic Center in 2002-2003.

- Conduct annual student satisfaction surveys for Learning Resources.

Standard Six References

6.1 Learning Resources Annual Data Survey, 2000-01
6.2 Accreditation Surveys: Administrators, Managers, Faculty and Staff, Spring 2002
6.3 Accreditation Surveys: Students, Spring 2002
6.4 Technology Master Plan
6.5 Board Policy 613 Selection of Materials and Equipment
6.6 Collection Development Policy/Procedure
6.7 Library Non-Instructional Program Review
6.8 Tutoring/Learning/Computing (TLC) Lab Non-Instructional Program Review
6.9 Faculty and Staff Survey, Fall 2000
6.10 Computer Support Services Non-Instructional Program Review
6.11 Educational and Facilities Master Plan
6.12 College of the Canyons/California Institute of the Arts agreement
6.13 Gold Coast Network, Region 7 of the Library of California letter
6.14 Intelecom agreement

Standard 7

Faculty and Staff

BEST COPY AVAILABLE

The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.

A. Qualifications and Selection

A.1 The institution has sufficient staff who are qualified by appropriate education, training, and experience to support its programs and services.

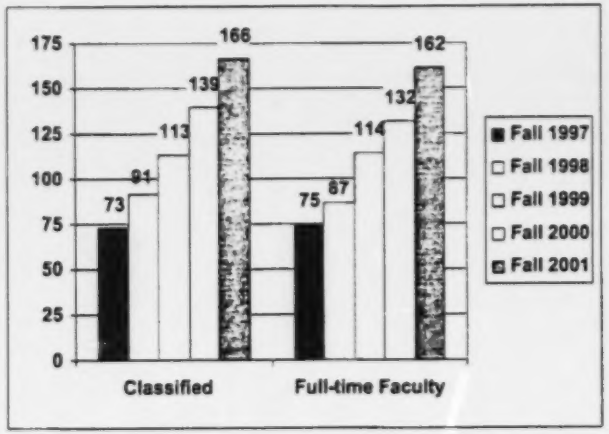
Descriptive Summary:

The hiring of staff has been in direct response to the consistent growth of the college over the last few years, and is reflective of the change in the organizational structure. That change has included the establishment of division deans, the combining of administrative and academic computing under a single leadership, and internal restructuring of instructional departments within divisions to allow for and encourage departmental-driven initiatives and creativity.

To serve a population of nearly 13,000 students, up from 7,430 in 1997, the college has 18 educational administrators, 162 full-time faculty, 173 full-time classified employees, 21 classified administrators, and 385 adjunct faculty.

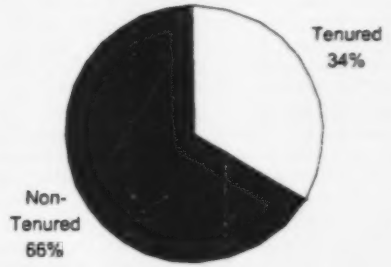
In addition to regular and adjunct staff, the college employs 206 student workers and 290 temporary support workers to assist in carrying out appropriate functions. It should be noted that the number of student workers varies from semester to semester, and for the other temporary workers, the number changes from year to year.

The following chart represents the growth in the number of employees:



The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.

The following chart represents the number of tenured and non-tenured full-time faculty.



Employees meet the following qualifications for their positions:

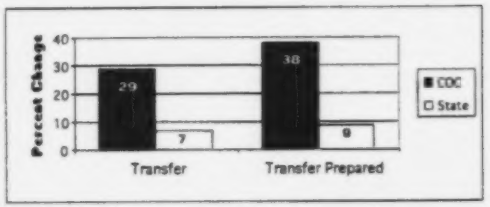
1. Educational administrators must have a master's degree and appropriate experience related to the assignment. Additional qualifications may be determined as needed.
2. Faculty minimum qualifications have been established through the collegial consultation process as prescribed by law. Actual equivalencies accepted for each department, if any, are determined by the department chairs.
3. Classified positions have minimum qualifications, which may include a combination of education and experience, and have been determined to reflect the requisite knowledge, skills, and abilities of the job. The minimum qualifications are reviewed frequently to ensure that they are representative of the needs of the position and that they recognize the changes in the skill level of persons in the available labor market.

Self Evaluation:

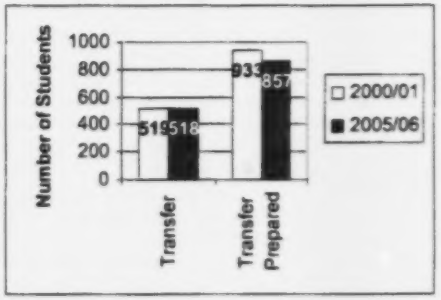
Ninety-four percent of the faculty hold at least a master's degree. Of these faculty members who hold a master's degree, an additional twenty percent hold doctorates. The academic degrees held by faculty give clear evidence of their extensive academic backgrounds. In addition, many of the adjunct faculty are also practicing professionals who bring their expertise to the classroom.

Outcome measures such as student retention, persistence, and degree completion indicate that the faculty and staff at the college are well qualified to support its programs and services. One such measure that indicates the success of these efforts toward student retention, persistence, and degree completion is the number of students who transfer from COC to baccalaureate institutions

The following figure represents the change in COC and state total transfers (1998-99 to 2000-01) and transferred prepared students (1997-98 to 2000-01):



The following figure represents the number of COC transfer and transfer prepared students in 2000/01 compared to the 2005/06 goal:



The college ensures that faculty hired for particular programs such as Progressive Adult College Education (PACE) and distance education meet the same minimum qualifications as other instructional faculty.

The following awards, recognitions, and accreditations attest to the fact that the district has sufficient staff who are qualified by appropriate education, training, and experience to support its programs and services:

- The Center for Applied Competitive Technology (CACT) was one of 12 centers in the state to receive the Outstanding Partnership Award
- The Allied Health Department was awarded maximum accreditation by the National League of Nursing
- The Nursing Department has a 100 percent pass rate for the National Council Licensure Examination
- The Child Development Center was one of the first to be accredited by the National Association of Early Childhood Programs
- Two faculty members, one from the Music Department and one from Animation, were awarded the Guggenheim Award in 2001/2002
- The Music Department has won 12 ASCAP Awards for Serious Composition from the American Society of Composers, Authors, and Publishers
- The National Science Foundation designated the college as 1 of 5 centers for 2002 to 2005
- The Superintendent/President of the college won the 2001 Newsmaker of the Year Award for the Santa Clarita Valley
- The Athletic Department has won the WSC Bowl 2001 for football, three state championships for baseball, the division championship 2000 for softball, three WSC championships and five conference MVPs for women's basketball, three WSC southern division championships for women's soccer, and reached the first round of playoffs for men's basketball
- The college won the National Council for Marketing and Public Relations, Paragon Silver Award
- The Public Information Office and the Design Team were awarded seven California Community College Public Relations Awards in 2002

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Planning Agenda:
None.

A.2 Criteria, qualifications, and procedures for selecting all personnel are clearly stated, made public, related directly to institutional objectives, and accurately reflect job responsibilities.

Descriptive Summary:
Human Resources monitors the hiring processes for all district personnel to ensure that the established hiring procedures are followed. Hiring procedures for administrative employees are established in the "Administrative Employee Hiring Procedures" document (Ref. 7.1). Procedures for hiring classified employees are established in the "Classified Hiring Procedures" document (Ref. 7.2). Procedures for hiring faculty are established in the "Santa Clarita Community College District Academic Hiring Procedures" document (Ref. 7.3). Academic and classified hiring procedures are also outlined in "Decision-Making at College of the Canyons" (Ref. 7.4).
All faculty must meet the standards outlined in the Minimum Qualifications for Faculty and Administrators in California Community Colleges (Ref. 7.5). The district requires the same minimum qualifications for all full-time, part-time, and substitute faculty members teaching in the same subject area.

Each department chair and/or division dean drafts language for incorporation into vacancy announcements. The deans work from a standard ("boilerplate") job description and add clarification and specificity to the job description as appropriate (Ref. 7.6). A brochure is then printed for each vacancy (Ref. 7.7). Each announcement includes an opening date for the position, as well as either a closing date or a first review date. Responsibilities, criteria, and qualifications for each position are clearly stated and directly related to district objectives.

Through the use of advanced technology, the district ensures that criteria, qualifications, and procedures are made public. Human Resources maintains a web site, which gives candidates access to open positions, application instructions, downloadable application forms, and direct e-mail links to the appropriate Human Resources technician. In addition, candidates have access to a 24-hour job line. All candidate requests are monitored through an advanced Human Resources Information System (HRIS) tracking system.

Each position is broadly advertised. Vacancy announcements are sent to a variety of venues, including college personnel and *The Registry*. Additional advertising appears in a variety of print and Internet sources.

Self Evaluation:
The selection processes at the district have proven to be effective in hiring outstanding individuals. The selection process is well defined. The district has three documents relating to hiring procedures, administrative (Ref. 7.1), classified (Ref. 7.2) and academic (Ref. 7.3), which contain full descriptions of the selection process for each employee group. The district also has clearly-written Board policies and complaint procedures on non-discrimination (Ref. 7.8), which are reiterated in position announcements and all recruitment efforts.

The selection process has also been effective as a result of the following:

- Criteria and qualifications are clearly stated on the announcements for each position (Ref. 7.7). Each job announcement lists a position description, duties required of the position, minimum qualifications, and desirable knowledge, skills, abilities, and experience. In addition to these position-specific requirements and qualifications, the job announcements also list the professional responsibilities required of all COC personnel. The professional responsibilities include required professional abilities and competencies that relate directly to institutional objectives, such as a commitment to the mission and values of the community college and commitment as a team player. Results of a Faculty and Staff Accreditation Survey in January 2002 (Ref. 7.9) show that 76 percent of COC staff agreed that the qualifications (including selection criteria and procedures) for their positions accurately reflected job responsibilities at the time they were hired. As staff and administrator positions evolve, they are appropriately reclassified.

- Selection Committees for each position receive thorough orientation and are made aware of the hiring goals and guidelines of the college. Orientations include an overview of the position by the appropriate administrator or supervisor, an overview of the Committee Chair and Selection Committee Representative duties and responsibilities, screening procedures for evaluation of applicant qualifications, interviewing procedures for evaluation of applicant qualifications, equal employment opportunity considerations, and an overview of the specific applicant pool. Many faculty and staff members have served on numerous hiring committees and are fully aware of the hiring process.

- The college has effectively utilized technology to reach a wide applicant pool for each position. Materials required to apply for positions at the college are available to download from the college web page. Applicants can also call a 24-hour job line to obtain application materials. This instant access has allowed candidates to obtain application materials quickly. In addition, the Human Resources Office places all open positions on *Career Builder*, an Internet site operated by the Los Angeles Times. All advertisements placed on *Career Builder* are also placed on hundreds of different web sites that ensure inclusive outreach efforts and promote equal employment opportunities for all applicants. In addition, advertisements are placed in numerous other print and Internet sources.

Although the selection process has proven to be effective, some areas are in need of review. The hiring of adjunct personnel can present challenges when it comes to last minute requests. These challenges include lack of coordination with discipline offerings and available pools of qualified applicants, coupled with the time factor involved in the hiring process. In addition, the needs of the college have changed

sufficiently and warrant a revision of the full-time academic hiring procedures as well. In order to update all current hiring practices and address the above, a Hiring Procedures Task Force has been developed and is currently revising the hiring procedures for academic employees (including full-time and adjunct faculty).

The college's continued equal employment opportunity efforts need to be emphasized to ensure that the diversity of faculty at the college is consistent with the diversity of the student population. As a result of these efforts our current population reflects the following: as of Fall 2001, the breakdown of faculty was 15% minority and 52% female as compared to a student population that is 42% minority and 50% female. The college has maintained continued efforts to ensure equal employment opportunity.

Planning Agenda:
Complete the revision of the Academic Hiring Procedures for both adjunct and full-time faculty.

A.3 Criteria for selection of faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.

Descriptive Summary:
Desirable qualifications for open positions are clearly stated in the job announcement. All job announcements contain a position description that includes the duties of the position. Job announcements also list the minimum qualifications for each position. The district follows the state requirements of possession of a California Community College Instructor Credential in the appropriate area or a master's degree in academic disciplines and, for disciplines in which a master's degree is not generally expected or available, a bachelor's degree and two years of experience or an associate's degree and six years of experience (Ref. 7.5). In addition to the minimum qualifications for each position, the job announcement also details other desirable knowledge, skills, experience, and abilities.

For example, each full-time job announcement contains the following description of desired professional abilities:

- Success and commitment as a team player, including the ability to engage in cooperative problem solving;
- Success at initiating, executing, and following up on projects, including the ability to set specific objectives and measure achieved results;
- A commitment to the mission and values of the community college;
- A positive attitude, including the ability to foster collegiality;
- Flexibility, including the acceptance of and willingness to change;
- Open-mindedness, including fairness and the ability to see multiple perspectives;
- The willingness to take risks and be innovative;
- A willingness to see complex tasks through to completion;
- The willingness to accept responsibility for professional and personal growth.

Selection committee members agree upon relevant, job-related selection criteria and then screen the applications and interview the appropriate candidates for each position. For faculty positions, a teaching demonstration is also required. All faculty hired for adjunct positions are held to the same academic standards required of full-time faculty.

Self Evaluation:

The college uses several methods throughout the hiring process to ensure that criteria for selection of faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.

This process begins with the job announcement, which has been carefully crafted to incorporate the expectations of the college with respect to the mission of the institution. These expectations include, but are not limited to the following:

a. a commitment to maintain currency in the discipline, including use of advanced technology required in the discipline;
b. a demonstrated sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, ethnic and disability backgrounds of community college students;
c. evidence of effective teaching;
d. potential to contribute to the mission of the college individually by demonstrating a strong commitment to professional growth and development and to the continued innovation and improvement of teaching.

The process also offers selection committee members avenues to assess the teaching abilities of each candidate. First, all candidates are required to submit three letters of professional reference to be used as assessment tools by the committee. Candidates are also given the opportunity to submit one formal signed teaching evaluation in lieu of one letter of reference. Also, confidential placement files are accepted to fulfill this requirement. This has proven to be a valuable assessment tool in the screening process of applicants.

Selection committees are also given the opportunity to request supplementary materials from candidates to assess their teaching ability. This may involve a supplementary questionnaire that must be submitted with the application packet to be considered by the selection committee. This process has proven to be effective in assessing candidate qualifications not typically found on an application or resume.

Selection committees may also formulate additional assessment tools to be used at the time of interview. For example, a selection committee may give applicants a grading exercise or a writing assignment. These are reviewed by the selection committee members and used to evaluate the candidates' teaching ability.

Finally, all interviews for faculty positions require a 10-minute teaching demonstration. The selection committee determines the topic of the teaching demonstration. This process has been effective in evaluating teaching style and effectiveness.

During the first level interview, all hiring committees are comprised of employees from within the department of hire to assess which candidates are capable of performing the duties of the position.

The process for selecting faculty concludes with a second level interview chaired by the Superintendent/President and includes the Vice President of Instruction and Student Services, and the Chair from the first level interview. This second round of interviews provides an opportunity for a more in-depth assessment of the candidate's qualifications, his/her understanding of the full range of responsibilities of a faculty member at the college, and his/her commitment to the mission and goals of the institution, and the fit between what they have to offer and what the college is seeking to attract and hire. Upon completion of the interviews, a check of identified references for the finalists is conducted by the Superintendent/President and/or the Vice President. A decision is then made by the Superintendent/President on the advice of the Vice President and the candidate's name is submitted to the Board of Trustees for approval.

Additionally, faculty are selected who possess the desired professional attitude and values so as to create a good match between the individual and the college. The college looks to these employees to provide subject matter expertise and to assess the candidates effectively. On occasion, hiring committees are also comprised of individuals outside of the department to provide balance to the committee. Selection committees are also afforded the opportunity to bring in outside experts if necessary to assess each candidate's ability to perform specialized duties of the position.

Planning Agenda:
None.

A.4 Degrees held by faculty and administrators are listed in the institution's primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

The College Catalog lists the degrees held by faculty and administrators (Ref. 7.10). Human Resources checks these degrees to ensure that they are from institutions accredited by recognized accrediting agencies. Foreign degrees are recognized if equivalency is established. Candidates are referred to either World Education Service or International Education for evaluation of transcripts.

Self Evaluation:
The College of the Canyons Catalog has been reviewed and meets the requirements of this standard.

Planning Agenda:
None.

B. Evaluation

B.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of evaluations is formal and timely.

Descriptive Summary:
Faculty evaluation procedures are part of the College of the Canyons Faculty Association (COCFA) contract (Ref. 7.11). Regular faculty are evaluated once every four years. Probationary faculty undergoing tenure review must be evaluated in semesters one, two, three, five, and seven of the probationary period, and can be evaluated in semesters four, six, and eight as the tenure review committee desires. Evaluations of non-classroom faculty are conducted in the same manner as classroom faculty. Adjunct faculty are evaluated during the first semester of employment. Thereafter, adjunct faculty are evaluated at least one time during each four semesters. Student surveys of faculty performance are part of all of these evaluations (Ref. 7.12), as is a self-evaluation. By no later than the conclusion of the semester, the evaluation team must submit its findings in a signed consensus statement. Evaluatees have the option of either concurring or disagreeing with the consensus statement of the committee.

Represented classified staff evaluation procedures are part of the California School Employees Association (CSEA) contract (Ref. 7.13). Represented classified staff are evaluated by their supervisors during the third, sixth, and twelfth month of probationary service. Thereafter, they become regular employees and are evaluated annually prior to their anniversary date. Any evaluation that indicates a less than satisfactory performance shall include recommendations for improvement provided by the supervisor. Confidential classified staff are evaluated in the same manner as the represented classified staff. Classified administrators complete an annual written self-evaluation report as stated in the Manager's Handbook (Ref. 7.14). The classified administrator's final evaluation will consist of the self-evaluation and the supervisor's written comments. The written comments may also include a recommendation by the supervisor to provide a salary adjustment in recognition of meritorious work in the performance of an administrator's duties. The basis for determining merit is in accordance with the Classified Administrator Employment Agreement (Ref. 7.50).

Educational administrators complete an annual self-evaluation report for submission to the appropriate Vice President or Superintendent/President. The final evaluation consists of the self-evaluation and the appropriate supervisor's comments. In accordance with the Administrator Employment Agreement (Ref. 7.50), the evaluation may include a recommendation for merit and a resulting salary adjustment. (Refer to Standard 10 - Governance and Administration for more information.)

Self Evaluation:
In general, evaluation of all staff is conducted in a timely manner and follows written policies and procedures.

Division Deans report that, in general, the deadlines for faculty evaluations are met. However, the results are not always consistent. Some peer evaluations and some tenure committees submit incomplete paperwork or do not meet deadlines. The college would profit from a tighter system for tracking the evaluation process linked with a system of reminders for the faculty members involved. To help alleviate this problem, the college began providing reassigned

time for a faculty member to serve as a tenure coordinator beginning with the 2000-2001 year.

Only recently the college became aware that COCFA contract provision regarding faculty evaluation might not be consistent with state statute.

The CSEA agreement clearly states the evaluation period for classified probationary and regular employees. The Human Resources Office monitors the evaluation process. Monthly reports are generated via the database of the county to provide information on required upcoming evaluations, which allow the college to notify supervisors well in advance that evaluations are due for their employees or a self-evaluation is due for them as administrators.

Currently, a monthly tracking report is generated, and forms and instructions regarding evaluations are distributed via electronic mail to the appropriate supervisors to allow for easy access to the information and ensure accountability for receiving the necessary evaluation tools. This requires Human Resources staff time to review the report and to send the appropriate information. However, the importance of completing evaluations in a timely manner needs to continue to be emphasized and should be seen as a priority item for all supervisors. All staff are afforded training opportunities about how to successfully and effectively complete performance evaluations for staff.

Planning Agenda:

- The Tenure Coordinator will develop a tracking system for the evaluation process and a system of prompts and reminders for evaluators and tenure committees.
- Continue to provide workshops for administrators and orientations for employees regarding the evaluation process.

B.2 Evaluation processes seek to assess effectiveness and encourage improvement.

Descriptive Summary:

The criteria for faculty effectiveness are delineated in a packet of materials that facilitates the tenure review process (Ref. 7.15). Similar criteria are listed in the Faculty Handbook. The evaluation forms correspond to the listed criteria. The procedures for all the evaluation processes are designed to encourage improvement by giving faculty members meaningful feedback on the criteria established.

The classified staff evaluation process utilizes a formal evaluation instrument (Ref. 7.16), which covers specific performance factors such as quality, productivity, and reliability to assess areas of performance and effectiveness. The instrument also allows for comments regarding examples of superior performance and areas of improvement and recommendations if the evaluation indicates a less than satisfactory performance. The supervisor discusses the evaluation with the employee.

The classified administrator's self-evaluation process is clearly stated in the Manager's Handbook, which has an underlying assumption that evaluation is an essential element in the process of improvement. The educational administrator's self-evaluation

process is clearly stated in a memorandum document issued by the Superintendent/President, and is based on the same underlying assumption. The self-evaluation for both classified and educational administrators addresses aspects of the administrator's responsibilities, achievements, development, and objectives. The administrator reviews the self-evaluation with his/her supervisor, and the final evaluation consists of the self-evaluation and the supervisor's written comments. Recognition of merit may be included in the comments.

Self Evaluation:

In general, evaluation processes used for faculty are designed to be supportive, identify areas where improvement is needed, and to encourage changes in behavior if necessary. However, the implementation of these processes is uneven. While the faculty treats the tenure and evaluation process seriously, the sheer volume of these evaluations creates an overwhelming burden for the relatively small number of regular faculty.

The Division Deans and the Tenure Coordinator believe the process is working reasonably well, particularly given the rapid growth at the college and the demands placed on tenured faculty to participate in peer evaluation. Nevertheless, there is agreement that faculty evaluation processes are not always implemented as effectively as desired. Concomitantly, some faculty members may feel poorly prepared or trained to evaluate teaching methods and to provide effective feedback to colleagues.

The instrument used for student evaluation of faculty has been criticized by faculty as being unreliable and inadequate. The manner in which the results are reported does not provide faculty with pertinent information. For instance, faculty members have no way to know how their student ratings compare to those of other faculty members and other departments. A new student evaluation instrument has been developed, but has not been tested for reliability and/or placed into use at this time due to the need for it to be addressed in the negotiations process.

In general, supervisors report that they are using the classified staff performance evaluation tool effectively. This process encourages improvement and gives the employee and supervisor a forum to address important performance issues, whether positive or negative.

The staff survey indicates that seventy-one percent of all staff who responded feel that the evaluation process encourages improvement (Ref. 7.9).

Planning Agenda:

The FLEX Calendar Program will include annual workshops that orient and educate faculty members in the techniques and processes of faculty evaluation.

The new instrument for student evaluation of faculty will be tested for reliability and validity and the manner in which data are reported shall be further refined in 2002-2003.

B.3 Criteria for evaluation of faculty include teaching effectiveness, scholarship, or other activities appropriate to the area of exper-

tise, and participation in institutional service or other institutional responsibilities.

Descriptive Summary:

The faculty member demonstrates proficiency in classroom teaching, including but not limited to the following criteria: the currency and depth of knowledge in the subject area; the ability to establish and accomplish clear lesson objectives; a proficiency in written and oral English enabling clear, effective communication; the use of a variety of teaching methods and materials challenging to the students, appropriate to the subject area, and consistent with departmental practices; the organization of presentations and activities in the classroom or work site; the use of good time management in the classroom; and, the use of appropriate assessment methods. Faculty members are also evaluated on their participation in department, division, and college activities, demonstration of professional abilities as set forth in the colleges' job description, and in their pursuit of general professional growth.

Self Evaluation:

The criteria related to classroom teaching are clearly delineated and emphasized in the documentation that accompanies the evaluation process. These criteria are used and emphasized during the evaluation process. Participation in department, division, and college activities, and in the pursuit of general professional growth, are also utilized as criteria for evaluation, although less clearly emphasized. The Tenure Coordinator notes that criteria and processes for non-teaching faculty, such as counselors and librarians, are less well delineated since the process and the standards are oriented toward classroom teaching. Online teaching also presents new challenges for the evaluation process.

Planning Agenda:

Training programs and workshops on the faculty evaluation process will be modified to better delineate participation in department, division, and college activities and the pursuit of general professional growth.

C. Staff Development

C.1 The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.

Descriptive Summary:

The college demonstrated a long-term commitment to faculty and staff development going back to the late 1970's, when it served as one of the six experimental California Community Colleges in the development of the FLEX Program for faculty. Since that time the Professional Development Program has continued to provide developmental workshops, presentations, and activities for faculty and staff. The Classified Coordinating Council also has a history of offering classified staff and other interested employees staff development activities and workshops. To encourage as many individuals as possible to participate in staff development activities, following the passage of AB 1725 and the onset of the availability of state funds, the Staff Development Advisory Committee was formed in 1989-90. The Committee also provided the leadership to members

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of this committee for the development of a new Professional Development model in 1998-99.

(1) the position of Professional Development Coordinator (PDC) to provide the vision and the nuts and bolts leadership for all professional development on campus; this would be a full-time, coordinator position, and would require clerical assistance to help maintain all required documentation;
(2) a Coordinating Committee with representation from the District Development Committees to coordinate campus-wide activities, allocate budgets to the development committees, and be responsible for ongoing assessment of development activities; and
(3) Development Committees for Faculty, Classified Employees, and Administration to develop, plan, and implement professional development activities for their respective campus groups.

The model was presented to the Board on May 20, 1998, along with an Executive Summary of Professional Development at College of the Canyons and a Faculty Professional Development Report to the Board (Ref. 7.55). The Board meeting presented an opportunity for a study session and strategic discussion on professional development, including past, present, and future efforts. The outcome of that study session is clearly evident today as one reviews the existing Professional Development Program.

Professional development at the college is now fully institutionalized. The program has been recognized by the California Community College Council on Staff and Organizational Development, and is used as a model by other colleges in developing a program of professional development activities for their faculty and staff or in the revision of an existing program.

The Office of Professional Development offers a comprehensive and coordinated process of improvement for the college and the people employed by it. Through planned activities, all faculty, staff, and administrative personnel have the means to acquire the knowledge and skills to better serve students and the community. Through various professional development activities, learning opportunities are provided to all faculty and staff in order to promote professional and personal development, to develop their leadership capacities, to encourage the exchange of creative ideas and pertinent information, and to provide a forum for the acquisition of technical skills to enhance job performance. The desired outcome of these activities is that faculty and staff will perform at a higher level; help initiate, manage, and respond to institutional change; and update knowledge and skills to improve teaching, student learning, and student success.

The Office of Professional Development is under the direction of a full-time Director of Professional Development who reports to the Dean of Human Resources. The office is open all year to serve faculty and staff.

The services and functions provided by the Office of Professional Development touch on a variety of topics in an effort to bring the appropriate training to each employee group: faculty, administrators, and

classified staff. These services and functions include activities that increase knowledge in a discipline, enhance teaching skills, improve working relationships with students and staff in and out of the classroom, as well as activities that enhance an employee's physical and mental ability to perform his/her job. The Professional Development activities that constitute the majority of these services and functions include the FLEX Program (Ref. 7.17), the Administrative Leadership Program (Ref. 7.18), the Southern California Community College District's Employment Relations Consortium workshops, Classified Development Day (Ref. 7.19), Technology Training Series workshops (Ref. 7.20), funding to attend off-campus training events and conferences, New Faculty Orientation (Ref. 7.21 & 7.22), the Faculty Mentor Program (Ref. 7.23 & 7.24), the Institute of Teaching and Learning, the Associate Program for Adjunct Faculty, Cultural Diversity Training workshops, and Teaching Consultation.

The Associate Program for Adjunct Faculty is a program of teaching improvement exclusively for adjunct faculty members (Ref. 7.25). The program is composed of a series of weekend workshops and a period of mentoring during which participants demonstrate basic teaching skills and abilities. All adjunct faculty are eligible for the program and participants who complete the program receive an increase in salary.

In 1999, the Associate Program was granted an "award for excellence" as part of the prestigious Hesburgh Award process sponsored by the Teachers Insurance Annuity Association-College Retirement Equities Fund (TIAA-CREF). TIAA-CREF is the largest national retirement system for teachers in the United States. As part of its association with higher education, the organization sponsors a national award for meritorious programs in professional development and teaching improvement. Father Hesburgh, for whom the award is named, was an immensely respected educator and president of Notre Dame for thirty-five years.

Teaching Consultation is a collaborative process of teaching analysis for full-time faculty (Ref. 7.26). A senior faculty member, who has been trained in the process of consulting, works for an entire semester with a peer to analyze and improve the peer's classroom teaching. The consultant provides the peer with constructive feedback based on classroom observation, the videotaping of class presentations and activities, and the surveying of students' feedback about the instruction.

New Faculty Orientation occurs during FLEX. This orientation introduces the new faculty members to the essential systems and procedures of the college. Presentations are given by key personnel of the college. Another aspect of New Faculty Orientation focuses on discussion of issues related to teaching. Small group brainstorm sessions lead to large-group discussions of the challenges faced by college teachers and ways to meet those challenges. Presentations on syllabus design, discipline of disruptive students, classroom management, academic freedom, and curriculum development are also provided.

The *Mentoring Program* provides an opportunity for new faculty to request a mentor for their first year at the college. The mentor-mentee relationship is sup-

ported by monthly meetings of the mentors. The mentees are given the opportunity to evaluate the process at the end of each semester. The Mentor Program was inaugurated a part of the New Faculty Orientation Program in the Fall 2001 semester.

The *Institute of Teaching and Learning* was established in Spring 2001 to support faculty efforts to improve and expand their teaching skills. The full-time faculty who complete the program are eligible for salary advancement or FLEX credit. The Institute also serves adjunct faculty at the college. The mission of the Institute is to promote and support efforts to enhance instruction. In pursuit of this mission, the Institute has established four overlapping goals:

- Support and promote the development of teaching skills
- Strengthen the culture of teaching
- Serve as a symbol of the college's commitment to teaching
- Influence policy discussions in ways that support the development of an excellent teaching and learning environment

A grant to support the Institute has been received by the college for fiscal year 2002-03 from the Fund for Instructional Improvement. More information regarding the *Institute of Teaching and Learning* can be found at www.coc.cc.ca.us/offices/tcg_inst.

Classified Development Day is a day set aside each year for classified staff to attend workshops that will enable them to acquire new skills, explore a wide variety of subjects, and target opportunities for continuous improvement of both technical and administrative leadership skills. Attendance at these workshops promotes personal and professional development that will lead to a higher level of performance and help individuals initiate, manage, and respond to institutional change. Classified Development Day allows classified staff the opportunity to acquire the knowledge and skills that will enable them to better serve students and the community.

The *Administrative Leadership Program* at the college consists of a variety of programs and activities for administrators, which are designed to facilitate individual professional development, to foster the building of community, and to strengthen the leadership team. One of the programs is the Management Leadership Program. This program offers Managers and Administrators various workshops on a monthly basis in communication, management, and leadership skills, in addition to specific training in their areas of assignment. The facilitators for the workshops are experts in their fields. They represent the Chancellor's Office, the legal arena, other institutions of higher education, and the private sector. Tapping into their knowledge is an effective way for administrators and managers to evaluate their own skill levels and assess their management styles. They are encouraged to use these workshops as tools to enhance their communication, supervisory, management, and leadership skills. The goals of the Management Leadership Program are to:

- Develop opportunities for continuous improvement of both administrative and technical skills

- Develop morale and team building opportunities
- Achieve a unified institutional direction
- Develop leadership
- Enhance teamwork across the operational units of the college
- Create opportunities for cross-functional initiatives and leadership

The Southern California Community College District's Employment Relations Consortium is another program offered to administrators. Specific training workshops in the areas of personnel, labor relations, and employment law are provided through this consortium program, which is offered by the law firm of Liebert Cassidy Whitmore. A combination of full-day and half-day workshops is provided from September through May of each year. Administrators have the option of attending the workshops on campus via teleconference or by attending the off-campus live presentation.

A special program to benefit all administrators was introduced in January 2002, entitled Administration 101. It is a three-day training institute designed to "grow" qualified administrators by providing basic nuts and bolts training on how to be a successful community college manager or administrator. The training is short-term, yet comprehensive, and provides a foundation of skills that attendees can develop and use throughout their careers. The inaugural institute included a series of four half-day workshops focused on increasing the administrators' expertise in the areas of effective communication skills, ethics, professionalism, leadership, institutional culture, budgeting, and teambuilding.

To further promote the building of a cohesive administrative team, various retreats are conducted throughout the year. The retreats are held off-campus, and participants spend the day with other managers and administrators that they work with on a daily basis engaging in leadership and teambuilding activities in a non-judgmental environment. Facilitators with expertise in these areas are incorporated into the retreat program.

Each semester administrators, along with all other employees, can avail themselves of a series of computer workshops provided through the Technology Training Series Program. Faculty who attend are given FLEX credit. The workshops cover many areas, such as Web Design, PowerPoint, Paperless Purchasing, Outlook, and various components of Word. Participants are also made aware of technology training conferences that they can attend to enhance their knowledge in the field of technology and to explore the many ways that technology is revolutionizing education.

The Association of California Community College Administrators (ACCCA) Mentor Program was begun in 1988 in recognition of the need to develop future leaders within the community college system. The program was designed to reflect the changing demographics of community college districts and to answer the call for leadership. Administrators may participate in the unique and innovative year-long mentor program in which they are aptly matched with mentees in management and administrative positions. The experience affords them the opportunity to work together in an effort to solve problems, share

areas of expertise, and provide support and encouragement. Both parties actively engage in dialogue and discuss career advancement opportunities.

The Job Shadowing Program at the college provides administrators with an opportunity to work alongside one of their colleagues to develop specific competencies. Administrators are partnered with a COC "mentee" and are matched up one-on-one with others on campus who can help them develop and grow.

In a further effort to assist administrators in the efficient and effective discharge of their duties, an Administrator's Handbook was developed. It provides procedural information.

The Administrative Leadership Program was recognized on April 2001 at the California Community College Council for Staff and Organizational Development annual conference. On behalf of the program, the college was awarded the Outstanding Staff and Organizational Development Activity in the California Community Colleges award.

In addition to employee leadership and development programs, the college regularly participates in the following activities in an effort to promote a sense of community among employees.

- **Cougar Award Program**
  As a result of the Administrative Retreat in January 2001, the Superintendent/President formed an ad hoc committee that established the Cougar Award Program. Eight times per year, this program recognizes outstanding contributions by employees (or campus departments) who successfully go about their daily work while simultaneously brightening someone else's day with their great attitude and uplifting spirit. These awards are given to an individual or department which best exhibits fun, humor, playful or compassionate behavior, innovation, exceptional service, outstanding leadership, and teamwork. The award winner is presented with the award by fellow employees who parade through the campus, some dressed up in costume or playing musical instruments, until they reach the unsuspecting employee at his/her work site. Persons along the route are encouraged to join in the celebration. The award is presented by the Superintendent/President. A great deal of fun is had by both participants and observers. The entire event is videotaped and sent out to the campus community over the electronic mail.

- **New Classified Orientation Program**
  This program seeks to make employees feel comfortable with their new positions and to provide basic skills training that will assist then in their daily performance. This program also gives all new employees the opportunity to meet staff members in various departments of the campus and helps them become acquainted with the college.

- **Staff and Faculty Luncheons**
  These luncheons are held periodically throughout the academic year, and are designed to acquaint new staff and faculty at the college with each other. The luncheons are hosted by the Superintendent/President and

are typically comprised of fifty percent faculty and fifty percent staff participation. Representatives of the Board of Trustees attend, which affords them the opportunity to meet new district employees.

- **Opening Day Celebration**
  This celebration is held every fall before the start of the semester. It commences with a welcome program for the faculty, followed by a luncheon with opening comments by the Superintendent/President and Board of Trustees. The event also consists of recognition of new employees and the presentation of service awards by the Superintendent/President and the board of Trustees to employees who have completed 5, 10, 15, 20, 25, and 30 years of service with the district. The high point of the event is a video, which captures the prior college year through an entertaining collection of candid shots of various employees and college activities.

Self Evaluation:
According to the recent survey, 88 percent of staff that responded agreed or strongly agreed that they have adequate training opportunities through the college's Professional Development program. Forty-seven percent indicated a continued desire for additional training.
Adjunct faculty can receive up to three hours of pay for attending FLEX workshops.

Planning Agenda:
None.

C.2 Planning and evaluation of staff development programs include the participation of staff that participate in, or are affected by, the programs.

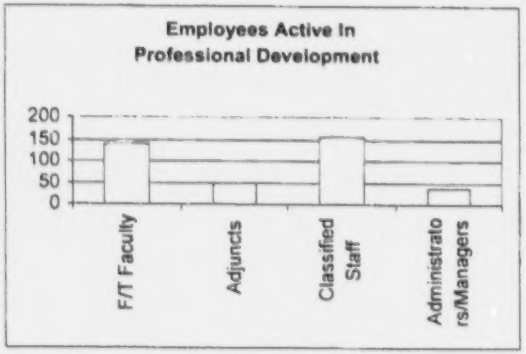
Descriptive Summary:
Staff development activities for faculty are planned by the Faculty Development Committee, the Administrative Development Committee, the Classified Development Committee, The Associate Program Committee, and The Teaching Consultation Committee. Each of these committees includes representatives from the relevant employee groups.

Self Evaluation:
These committees conduct annual needs assessments and plan workshops and activities based on the results of these surveys. Participants in each professional development workshop complete an evaluation immediately after the activity. The evaluations are reviewed in an effort to provide quality workshops and activities.

Planning Agenda:
None.

C.3 Faculty, administration, and staff members engage in professional activity supported by the institution.

Descriptive Summary:
Administrators, classified staff, and faculty are active in professional development. 140 full-time faculty, 49 adjunct faculty, 155 classified staff, and 38 administrators/managers participated in one or more professional development workshops in 2000-2001.



Full-time faculty are required to perform forty-one hours of staff development, although many choose to do more. The participation of adjunct faculty in staff development has also been increasing.

Self Evaluation:
Professional Development activities are supported by all segments of college staff.

Planning Agenda:
None.

D. General Personnel Provisions

D.1 The institution has and adheres to written policies ensuring fairness and equity in all employment procedures.

Descriptive Summary:
The Dean of Human Resources directs the administration of personnel policies. Attention is focused on adherence to state administrative regulations for equal employment opportunity. The district's employment policies and procedures ensuring fairness in employment procedures are stated in the following documents: Faculty Handbook (Ref. 7.27), the Classified Handbook (Ref. 7.28), the Administrator's Handbook (Ref. 7.43), on each job announcement for faculty (Ref. 7.7), classified (Ref. 7.29), or administrative positions (Refs. 7.30 & 7.31),and in the Board Policy Manual (Ref. 7.32), which includes Administrative, and Faculty Hiring Procedures. In addition, the guide "Decision-Making at College of the Canyons" (Ref. 7.4) has been developed, which discusses employment procedures and equal employment opportunity. Since the last accreditation report submitted by the district, faculty-hiring guidelines have been modified to improve the screening and selection process with the support of the Academic Senate. The revisions have enabled the district to ensure a more timely process and one that is more responsive to the unique needs of each position. These documents are accessible to all staff. Faculty and classified positions are announced nationwide (Ref. 7.33). In addition to general publications, these announcements are placed in publications that will help broaden the pool of potential applicants (Ref. 7.34). The purpose is to comply with Equal Employment Opportunity law and the college's own stated policy, which sees equal employment opportunity as critical and necessary to the college's goal of educating a student population that is diverse on many levels. Oral and written information is given to selection committees regarding fair and equitable employment practices at orientation and throughout the selection process (Ref. 7.35). A trained "Selection Committee Representative" monitors such practices.

The district fills vacancies from the best-qualified candidates without regard to race, color, religion, sex, national origin, age, or mental or physical disability. When a vacancy occurs, the district attempts to attract an adequate pool of qualified candidates, and establish an inclusive selection committee. A Selection Committee Representative who has been trained by the Dean, Human Resources in equal employment opportunity practices, monitors each selection committee. A training guide and video (Ref. 7.36) have been developed and are distributed to each "Selection Committee Representative" to reinforce the training process. In addition, the "Selection Committee Representative" and the Chairperson are given instructional checklists at each step of the selection process, which reference equal employment opportunity practices, and each committee member is given a summary of relevant equal employment opportunity procedures (Ref. 7.35) at the beginning of the process. The Dean, Human Resources monitors the employment process to ensure adherence to all policies and procedures. New employees are given the following documents:

- The district's "Notice of Nondiscrimination" (Ref. 7.37),
- Brochure: "Discrimination is Against the Law" (Ref. 7.38),
- Board Policies 811 & 812, "Unlawful Discrimination and Affirmative Action," including unlawful discrimination complaint procedures (Ref. 7.8),
- Board Policy 813, "Prohibition of Sexual Harassment of Employees and Complaint Procedure" (Ref. 7.39).

Self Evaluation:

The college uses clearly codified district policies and procedures that ensure objectivity and fairness in all aspects of employment procedures.

The district's stated Equal Employment Opportunity philosophy and practices compare favorably to other community colleges in the state. The college's Faculty and Staff Survey dated Fall 2000 (Ref. 7.40) indicated an overall satisfaction with the hiring process. Suggestions for improvement included: an increase in [Human Resources] staff, a more efficient screening procedure, and more information and training for hiring committees. The March 2001 New Faculty Survey (Ref. 7.41) also indicated overall satisfaction with the hiring process. One hundred percent indicated that the initial interview process was conducted professionally and expressed satisfaction with New Faculty Orientation; that position description clearly conveyed position expectation (82 percent); and screening and selection process was clearly explained in advance (83 percent). Ninety-four percent of new faculty rated the orientation as useful. Although the official Administrative (Ref. 7.1), Faculty (Ref. 7.3,) and Classified (Ref. 7.2) Hiring Procedures, which were formulated and adopted by the Board of Trustees in the early 1990's, are still viable and stress equal employment opportunity and compliance with Title 5 and the Education Code, they do require some minor updating to reflect staff changes in the Human Resources Office and small procedural changes. The 2002 Accreditation Faculty and Staff Survey (Ref. 7.9) indicated that 84 percent of those responding were familiar with the college's Equal Employment Opportunity Policy and

74 percent felt that the qualifications for their position accurately reflected their job responsibilities.

Planning Agenda:
None.

D.2 The institution regularly assesses and reports the achievement of its employment equity objectives, consistent with the institutional mission.

Descriptive Summary:
Each fiscal year, the Office of Human Resources prepares the Integrated Postsecondary Education Data System report (Ref. 7.42), which includes comparison charts of hiring data and current student population data. The report is sent to the State Chancellor's Office, and is also distributed to administrators, faculty, staff, and members of the community. The results may also be presented to the Board of Trustees at the Board's request.

In addition, the Human Resources Office uses the data from the employee Data Report to evaluate monitored groups based on projected representation data and to monitor the hiring process consistent with the duties defined in Title 5 (Ref. 7.56). In keeping with its responsibilities under changing California law and to support its commitment to equal employment opportunity, the district plans to revise the Faculty and Staff Diversity Plan to an Equal Employment Opportunity Plan.

The Human Resources Office utilizes a system of confidential data collection from applicants. If determined necessary, this information may prompt the district to further inquire if there has been discrimination in hiring practices, if hiring criteria were reasonably job-related, and to ensure that members of all groups received equal employment opportunity.

Self Evaluation:
The district has a consistent, well-defined method of pertinent data collection to ensure the success of equal employment opportunity objectives.

Planning Agenda:
The district will revise its Faculty and Staff Diversity Plan to an Equal Employment Opportunity Plan in a timely manner consistent with state and federal statute.

D.3 Personnel policies and procedures affecting all categories of staff are systematically developed, revised, equitably administered, and made available for information and review.

Descriptive Summary:
The college has developed a wide range of personnel policies, rules, and procedures, which provide a clear set of guidelines for the fair and impartial treatment of faculty and classified employees. Many of these are set forth in bargaining agreements with specific employee groups. The following have been updated since our last Accreditation Report:

- Faculty Handbook (Ref. 7.27),
- Faculty Hiring Procedures (Ref. 7.3),
- Administrative Handbook (Ref. 7.43),
- District/CSEA Contract (Ref. 7.13),
- District/College of the Canyons Faculty
- Association Agreement (Ref. 7.11),
- District Memo "Change in Procedures for Medical Treatment of Work-Related Injuries" (Ref. 7.44),
- Board Policy 816, "Drug Free Workplace" (Ref. 7.45),
- District's "First Aid and Emergency Procedures" (Ref. 7.46),
- Board Policy 726, "Smoking/Tobacco Usage in and On Campus Facilities" (Ref. 7.47),
- Board Policy 800, "Catastrophic Leave" (Ref. 7.48)
- Board Policy 813, "Prohibition of Sexual Harassment of Employees and Complaint Procedure" (Ref. 7.39)
- District memo regarding COCRA rights "Continuation of Coverage" (Ref. 7.49)
- Job Description modification to comply with ADA (Ref. 7.29).

In addition, the guide "Decision-Making at College of the Canyons," originally written in November 1997 (Ref. 7.4), has been updated and distributed. It discusses employment procedures and equal employment opportunity. Policies on appointment, evaluation, retention, advancement, and due process are also explicitly contained in the Board Policy Manual (Ref. 7.32). Amendments to the Board Policy Manual are developed through the collegial consultation process and adopted by the Board of Trustees. Working conditions for full-time faculty and represented classified staff are negotiated through the collective bargaining process. The Board Policy Manual is available in the college library and in various administrative offices. Personnel policies affecting faculty and staff are available for information and review in the Office of Human Resources. For information and/or clarification of personnel policies or their application, staff may contact their immediate supervisors, make inquiries to Human Resources or other pertinent administrative departments, or review their appropriate employment contracts. New employees receive a copy of the appropriate handbook and a copy of the current COCFA or CSEA agreement as applicable, or, in the case of administrators, a copy of their individual employment agreement (Ref. 7.50); a copy of the Administrator's Handbook (Ref. 7.43); and Decision-Making at College of the Canyons (7.4); as well as reference copies of the COCFA and CSEA agreements, and Faculty and Classified Handbooks. All new employees receive copies of the following:

- District's "Notice of Nondiscrimination" (Ref. 7.37),

- Brochure: "Discrimination is Against the Law" (Ref. 7.38),
- Board Policies 811 & 812, "Unlawful Discrimination and Affirmative Action" including "Unlawful Discrimination Complaint Procedure" (Ref. 7.8),
- Board Policy 813, "Prohibition of Sexual Harassment of Employees and Students and Complaint Procedure" (Ref. 7.39),
- Brochure: "Sexual Harassment is Forbidden by Law" (Ref. 7.51),
- Board Policy 816 "Drug Free Workplace" (Ref. 7.45),
- Brochure: "Substance Abuse Prevention" (Ref. 7.52),
- District's Memo "Change in Procedures for Medical Treatment of Work-Related Injuries" (Ref. 7.44),
- Brochure: "Facts About Worker's Compensation" (Ref. 7.53).

Self Evaluation:
Personnel policies and procedure are clear and reviewed periodically and are administered equitably as evidenced by the relative lack of grievance and litigation. The district has updated Administrator and Faculty Handbooks.

Planning Agenda:
None.

D.4 The institution maintains secure and confidential personnel records. The records are private, accurate, complete, and permanent.

Descriptive Summary:
Policies regarding privacy and confidentiality of information are a matter of federal law, state law, and the Education Code and they bind the district. The Classified Handbook (Ref. 7.28), District/CSEA Contract (Ref. 7.13), and District/College of the Canyons Faculty Association Agreement (Ref. 7.11) provide that the district maintains secure and confidential personnel files on all active employees. The Office of Human Resources ensures that all personnel records are kept in a locked, secure environment, and that only authorized personnel have access to personnel records. Inactive personnel files are kept permanently in storage. Payroll records are kept in the Payroll Office, and benefits records are kept in a separate file in the Human Resources Office. District/ College of the Canyons Faculty Association, Agreement (Ref. 7.11) provides that information from a faculty member's official personnel file shall not be released without unit member consent except when the district is compelled by law, judicial order, or subpoena; and that access to the official district personnel file shall be limited to the employee, appropriate district administrators and supervisors, and authorized Office of Human Resource staff. Pursuant to the District/CSEA Agreement (Ref. 7.13), documents not contained in a classified employee's personnel file cannot be used in a proceeding that affects the employee's employment status.

Self Evaluation:
The district is committed to maintaining a standard of recordkeeping which is confidential, accurate, complete, and permanent, and to providing employees access to their personnel files, in accordance with the provisions of District Board Policy and employee contracts. To this end, the college recently built a new storage facility.

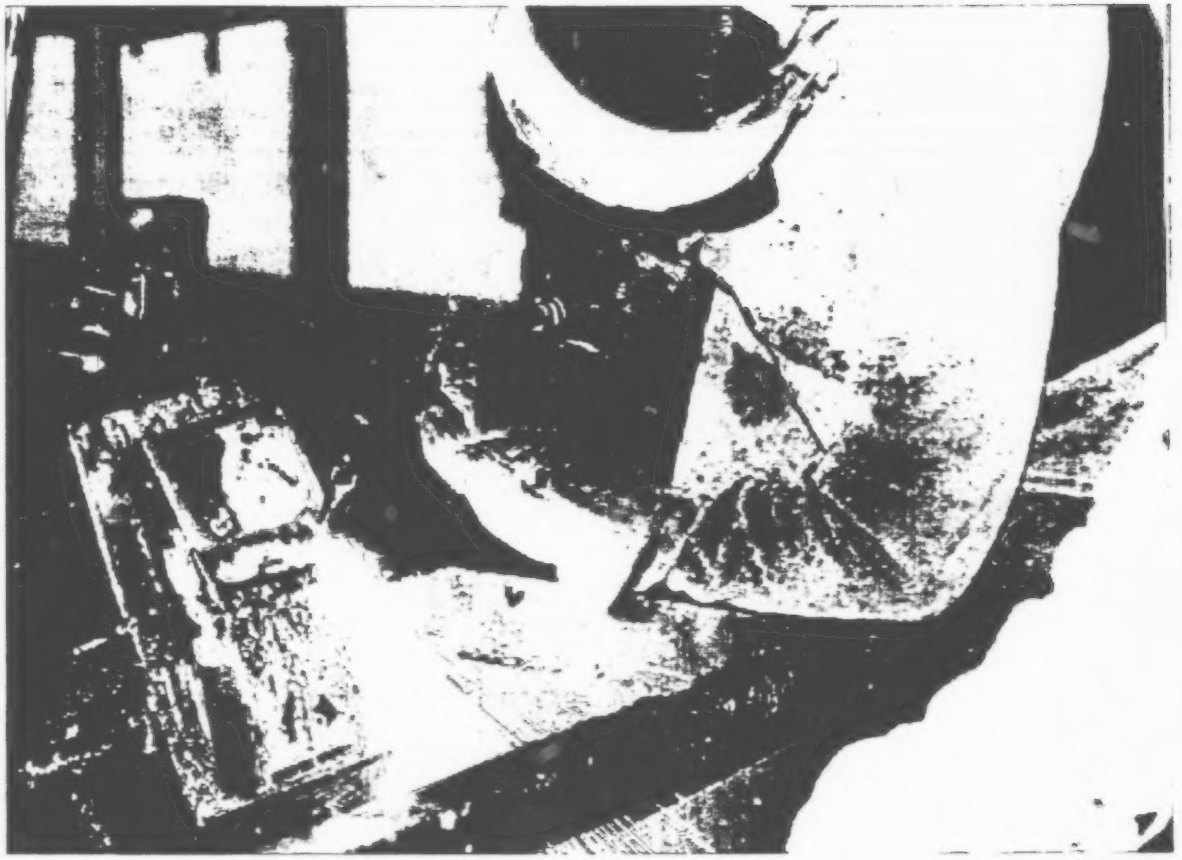
Planning Agenda:
None.

Standard Seven References

7.1 Administrative Employee Hiring Procedures
7.2 Classified Hiring Procedures
7.3 Santa Clarita Community College District Academic Hiring Procedures
7.4 Decision-Making at College of the Canyons
7.5 Minimum Qualifications for Faculty and Administrators in California Community Colleges
7.6 "Boilerplate" Faculty Job Announcement
7.7 Sample Faculty Job Announcement
7.8 Board Policy 811 & 812: Unlawful Discrimination and Affirmative Action
7.9 Faculty and Staff Accreditation Survey (January 2002)
7.10 College of the Canyons 2000-2001 Catalog
7.11 SCCD College of the Canyons Faculty Association, CTA/NEA Agreement
7.12 College of the Canyons Student Questionnaire
7.13 Negotiated Agreement Between SCCD and California School Employees Association Chapter 725
7.14 Management Handbook
7.15 Guidelines For Implementation of the Tenure Process
7.16 Classified Staff Performance Evaluation form
7.17 Flex Book
7.18 The Administrative Leadership Program Book
7.19 Classified Development Day Book
7.20 Technology Training Series Book
7.21 New Faculty Orientation Evaluations
7.22 Sample job description for Orientation/Mentor Coordinator
7.23 Mentor Handbook
7.24 Mentor Program Evaluations for 2001/2002 academic years
7.25 Associate Program Description
7.26 Teaching Consultation Program Description
7.27 Faculty Handbook
7.28 Classified Handbook
7.29 Sample Classified Job Announcement
7.30 Sample Educational Administrator Job Announcement
7.31 Sample Classified Administrator Job Announcement
7.32 Board of Trustees Policy Manual
7.33 Recruiting Mailing Lists
7.34 Publications Used For Employment Opportunities

7.35 Search Committee Orientation Packet – Classified and Faculty
7.36 Training Materials for Selection Committee Representatives
7.37 "Notice of Nondiscrimination"
7.38 Brochure: "Discrimination is Against the Law"
7.39 Board Policy 813: Prohibition of Sexual Harassment and Complaint Procedure
7.40 Faculty and Staff Survey, Fall 2000
7.41 March 2001 New Faculty Survey
7.42 Integrated Postsecondary Education Data System Report
7.43 Administrative Handbook
7.44 District memo "Change in Procedures for Medical Treatment of Work-Related Injuries"
7.45 Board Policy 816: Drug-Free Workplace
7.46 District memo "First Aid and Emergency Procedures"
7.47 Board Policy 726: Smoking/Tobacco Usage in and On Campus Facilities
7.48 Board Policy 800: Catastrophic Leave
7.49 District memo regarding COCRA rights "Continuation of Coverage"
7.50 Sample Contract for Administrators
7.51 Brochure: "Sexual Harassment is Forbidden by Law"
7.52 Brochure: "Substance Abuse Prevention"
7.53 Brochure: "Facts About Worker's Compensation"
7.54 Cougar Award Program materials
7.55 Board Agenda Item dated 5/20/98 "Professional Development at College of the Canyons"
Executive Summary of Professional Development
Faculty Professional Development Report to the Board dated 5/20/98
Proposed Professional Development Model
7.56 Title 5 Regulations: Equal Employment Opportunity

Standard 8



Physical Resources

The institution has sufficient and appropriate physical resources to support its purposes and goals.

8.1 The institution ensures that adequate physical resources are provided to support its educational programs and services wherever and however they are offered.

The institution has sufficient and appropriate physical resources to support its purposes and goals.

Descriptive Summary:

College of the Canyons occupies 153 acres located approximately 35 miles north of the City of Los Angeles. The college serves a 367-square mile area comprised of communities located in the Santa Clarita Valley, the largest of which is the City of Santa Clarita, one of the fastest growing communities in California with a population of 150,000. There are 13 buildings on campus encompassing 420,000 sq. ft. as well as 23 modular buildings that house a multitude of instructional programs and student/administrative services. Campus facilities include an Olympic-size swimming pool, a football stadium, athletic fields, and all-weather track. An off-site classroom facility located eight miles off campus provides additional instructional opportunities for residents in the Santa Clarita Valley.

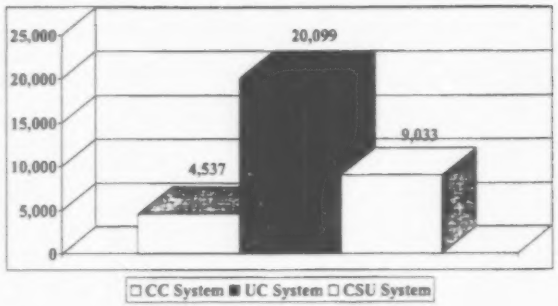
The district, through its *Strategic Plan* (Ref.. 8.1), is committed to developing and maintaining a high-quality physical environment. The *Educational and Facilities Master Plan* (Ref. 8.2) supports the district's goal of ensuring adequate planning based on enrollment projections and facilities build-out.

When the college opened in 1971, the facilities were master planned to serve 5,000 students. The original college buildings were funded by the passage of two local bond measures. The district's enrollment has long since surpassed that number, with last Fall's enrollment of approximately 12,726 and a Spring 2002 enrollment approaching 13,500. The college is one of the fastest growing community colleges in the state. The growth rate for 1999-00 was 21.7 percent.

The growth for 2000-01 was 15.6 percent, and the growth for 2001-02 is 11.5 percent. The district has been able to provide for this growth through the completion of new construction and remodel projects.

Since the passage of Proposition 13 in 1978, the annual funding of California Community Colleges has been state-mandated, erratic, and unpredictable. When compared to other systems of publicly funded higher education in the state, the community college system receives significantly fewer dollars per full-time student than do either of the other systems.

1999 Annual State Revenue to Support Full-Time Students

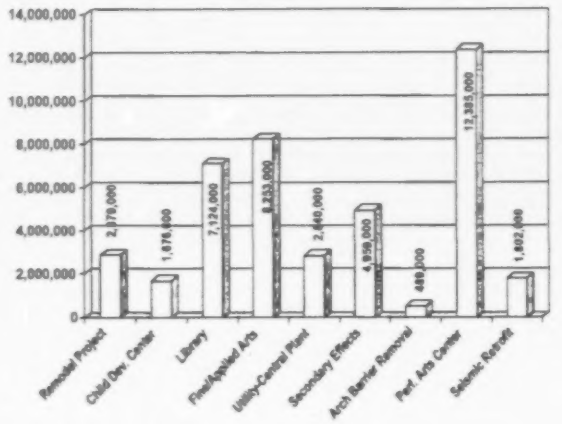


The college has historically depended on these "dollars-per-full-time-students" to fund facility repairs and maintenance needs that occur as the campus ages. Even during good years, the resources have been scarce to address the growing list of modernization needs and our need to infuse technology into our buildings so that our educational programs are current and instructional delivery is made accessible to the broadest range of our citizens. This has been particularly true over these past five years, as we have seen technology change before our eyes and have seen its impact on the skills needed in the local workforce.

In order to meet the community's immediate and future needs, the district has been demonstrating due diligence by engaging in results-oriented planning processes for several years. These processes allow us to not only plan for the future, but also respond to the students when they come through our doors. As a result of this tradition of adhering to sound planning processes and our commitment to carry out our plans, the college has exhibited responsible and responsive leadership in identifying and securing resources.

College of the Canyons has been aggressive and persistent in accessing funding from a variety of sources over these past 13 years. Most of the funds that have been obtained were a result of being able to leverage local resources. The college relies (as do the other 107 community colleges, 22 state colleges, and 10 University of California campuses) on dollars made available specifically for the purpose of construction of state approved facilities via the passage of General Obligation bonds at the state level. Over the past nine years, the college has been extremely aggressive and persistent in securing a fair share of the available dollars. The college has been able to do so because the demand for access (enrollment) has increased disproportionately when compared to enrollment changes at other community colleges.

Revenue Stream for State Funded Construction Projects



The total of state dollars the college has acquired since 1992 now equals $42,407,000.

The state funded projects were approved for funding after many years of being on a waiting list and competing with projects from 107 other community colleges. These projects were limited in design, scope, and size to what the state would fund versus what was really needed. By the time these projects were completed, the college had already seen an increase in student enrollment that resulted in these

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facilities being fully occupied as soon as the doors opened. As of February 2001, the college enrollment increases had made us immediately eligible for funding for three additional buildings.

Due to the college's extreme growth, modular facilities were constructed to create the Classroom Village, which provides an additional 14 classrooms. In addition, four modular buildings were constructed to house both non-instructional and instructional departments: a Human Resources/Foundation building, Competitive Applied Computer Technologies Center, Facilities/Security building, and an EOPS building. The district was successful in collaborating with the City of Santa Clarita to secure funding to enable us to construct a larger Performing Arts Center than state funds allowed, and construction of a 950-seat Center is currently underway. Facilities were further expanded with the completion of a new South Parking Lot, providing an additional 1,600 parking spaces. Further, the addition of a Cougar Den, funded by external community donors, has provided the college with a wonderful setting for private celebrations.

During this same time of unpredictable funding, College of the Canyons has established itself as a well-planned, well-managed, and fiscally sound institution. As a result, we have been able to fund some small projects and local improvements the past three years out of our general fund budget. These are summarized below:

Modular Classroom Village (14 new classrooms)	$1,200,000
Modular Human Resource/Foundation Center/ETI	480,000
"T" Building Expansion (Manufacturing/Welding Lab)	600,000
Higher Education Modular Building (7 classrooms)	850,000
Miscellaneous Renovation Projects	650,000
"A" & "C" Building Faculty Office Remodel	325,000
Student Center Expansion (locally funded by students)	2,800,000
South Parking Lot Construction (funded by student fees)	7,000,000
TOTAL	**$13,905,000**

Recent District Funded Building Projects

Based on the *1991 Facilities Master Plan* (Ref. 8.2) some of the newest facilities constructed on campus over the last several numbers of years include a library, a Media and Fine Arts building, and the College's Central Plant. The Remodel of the Old Library and Labs Secondary Effects project resulted in additional classrooms and faculty offices in the Bonelli Center (I building), additional classrooms in the Vocational Technology (T) Building, and modernization of existing laboratories in the Laboratory (L) Building. The Student Center (S building), funded by a Student Center fee, was remodeled to provide additional office and student service spaces, as well as expansion of the cafeteria and the private dining room. The athletic fields were renovated in order to accommodate the expansion of the athletic program for football and women's

soccer, and the PE Building was modified to include a state-of-the-art strength lab and fitness center.

Unlike public elementary and secondary schools, community colleges per state law are not eligible to receive (and do not receive) any revenue from local developer fees. However, the college is always looking for "other" partnerships and currently has five partnerships in the works, which are designed to enhance on a temporary basis access for residents/employe.. in our local community. Many of these partnerships have resulted in physical space, much of which is temporary in nature:

- **Canyon Country ACCESS Site**
  The college has entered into an agreement with the City of Santa Clarita to lease 4,500 square feet of the new Canyon Country Library. The new college ACCESS site provides an opportunity for Canyon Country residents to participate in college instructional programs without having to drive to the COC campus. In addition, through a joint use agreement, Canyon Country residents also benefit from a college computer lab located on the premises. The college will have use of this space for 3-5 years or until the library needs the space for its own purposes.

- **Performing Arts Center**
  The college has entered into an agreement with the City of Santa Clarita to expand the size of the state-funded facility. This will enable all those in the Santa Clarita Valley who are interested in high quality, affordable arts and cultural events to benefit from an expanded facility at a small cost.

- **Valencia Learning Center**
  In partnership with the Valencia Industrial Association, the Santa Clarita Community College district has received four contracts with the Employment Training Panel to train employees in eligible industries. Our performance on these contracts has demonstrated the need within the community for access to high quality workforce training programs customized to the needs of local industry. Upon completion of our current contract, the college will have provided training to over 1800 employees, bringing $1,306,157 in ETP funds to the community. Over 60 local companies have utilized ETP-funded training through the College of the Canyons contracts in partnership with the Valencia Industrial Association. The response from local employers continues to be outstanding.

By building upon this highly successful model of ETP-funded training through the community college, the district is helping local employers access training funds to which they have already contributed through Unemployment Insurance Premiums. Local workers will benefit from upgraded skills, and local companies will be better able to compete in the global economy by having access to more highly skilled workers.

- **Partnerships with L.A. County Sheriff's Department and LA County Fire Department**

  The college has had a partnership with Los Angeles County Sheriff's Department for over two decades. This partnership, housed on the COC campus, trains between 250 and 400 recruits for the Sheriff's Department and other police departments in the L.A. County area on an annual basis. Many of these recruits work in the Santa Clarita Valley. In addition, the program is coordinated with the college's Administration of Justice Program, so it affords local students an opportunity to pursue a career in law enforcement. During the past two years, the Sheriff's Department and the college have put their heads together to address the need for more space for this program so that more individuals can be trained to help meet the current and future employment opportunities in public safety in our region.

  Within the last two months, the two entities have developed a plan for the addition of a public safety building on the campus to be funded by the Sheriff's Department. This will enable us to train more individuals in a faster timeframe and meet the shortage of professionals in this area.

- **Manufacturing Education Center**

  College of the Canyons, in keeping with its mission to support local economic development and workforce training, has partnered extensively with local companies needing specialized job training in order to remain competitive in the global economy. This training requires specialized space to accommodate advanced equipment. The college lacks the necessary classroom and laboratory space on its campus to meet this critical industry need.

  Business and industry, working with the college, have helped fashion an interim innovative solution to our facilities shortage. In July 1997, Aerospace Dynamics International, Inc., a Valencia aerospace firm, helped bring together a team consisting of local employers, educators, and others determined to develop a local Manufacturing Education Center, with a manufacturing demonstration center and classrooms as a key component of the project. In addition, the Valencia Industrial Association has provided conference room space at low cost to support classes in the Industrial Park.

  To further build on the Manufacturing Education Center project, the college developed a proposal to establish a Manufacturing Exploration Lab for 11th and 12th grade students. This project was funded under a competitive grant from the California Community College Chancellor's Office in 2001. The lab will be permanently housed in the college's Technology Building, which is under expansion and remodel at a cost of $900,000 in district funds.

Through these partnerships, the college has leveraged private industry support with state dollars to provide specialized training at little or no cost to employers. To date, the college has received $1,018,058 in competitive grants to support the Manufacturing Education Center project, matched dollar-for-dollar with industry and college resources. Similarly, the L.A. County Fire Department would like to locate its regional training academy in Santa Clarita, and the college is working on a joint use facility to be developed offsite to accommodate its needs and open up opportunities for our students to attend the fire academy in the Santa Clarita Valley.

A partnership with the William S. Hart H.S. district provides classroom space for their district's Academy of the Canyons, the 5th high school, which offers high school students an opportunity to enroll concurrently in high school and college courses on campus. Another partnership with various universities offers bachelor's degrees, master's, and doctorates through the University Center program, currently located in an interim facility on the college campus. The Nursing program offers off-campus instruction for student training purposes and will be occupying a new lab at Henry Mayo Hospital in Fall of 2002.

A 4,500 sq. ft. classroom center, Canyon Country ACCESS, established eight miles off campus in a leased building, provides four classrooms and a computer lab. The district also offers courses at high school facilities throughout the Santa Clarita Valley. The Employee Training Institute and the Center for Applied Competitive Technologies are two arms of the college that work with local companies to help them reach performance-improvement goals. Partners in these programs have helped the district build and equip state-of-the-art learning centers and training classrooms near or within the businesses that need them.

The Educational and Facilities Master Plan (Ref. 8.2) provided the "plan" that the college used to help a volunteer committee promote and pass Measure C in November of 2001 (Refs. 8.2, 8.12). The district successfully passed (68 percent) a local General Obligation bond (Measure C) in the amount of $82.1 million in order to address the needs and projects identified in the Educational and Facilities Master Plan. The district will use the proceeds of the Measure C bond to fund the projects outlined in the Plan.

The college has aggressively pursued funds from all sources. To date, our physical plant has been funded from the following sources:

Sources of Funding for Existing Buildings

		Cost of Building/Source of Funding		
Date Built	*Facility*	*Local Bond*	*State GO Bond*	*Locally Funded*
1975	Building C - Classrooms	$3,370,000	0	
1974	Building I - Classrooms	8,719,000	0	
1975	Building L - Labs	3,912,000	0	
1976	Building PE – Physical Education	12,992,300	0	
1975	Building S – Student Center	4,814,000	0	
1975	Building T – Technology	1,691,000	0	
1974	Football Stadium	1,512,000	0	
1982	Building A – Admin/Student Serv.	0	$1,873,000	
1995	FS&ECE – Early Childhood Ed.	0	1,676,000	
1996	Central Plant	0	2,840,000	
1997	Building M – Media Arts	0	8,253,000	
1997	Building R – Library	0	7,124,000	
1999	Human Resources/Foundation/ETI	0	0	$480,000
1999	Modular Village – 74 classrooms	0	0	1,200,000
2000	Student Center Expansion	0	0	2,800,000
2000/01	"A" & "C" Bldgs Faculty Remodel	0	0	325,000
2001	Parking Lots	0	0	7,000,000
2001	"T" Building Expansion	0	0	600,000
2001+	Performing Arts Center	0	10,982,300	2,400,000
2001+	Higher Education Modular Bldg	0	0	850,000
2001+	Misc. Renovation Projects (COPs)	0	0	650,000
Totals		*$37,010,300*	*$32,748,000.00*	*$16,305,000.00*

Self Evaluation:

In the spring of 2000, the college began a process to update its Educational Master Plan and develop a Facilities Master Plan that would add/modify and modernize space to meet the educational program (curriculum) needs into the year 2010 and beyond. The Educational Master Plan was developed with the assistance of Educational Planning Associates and the extensive input of the faculty of the college. The Educational Master Plan identifies new educational curriculum, programs, and services that will be added to further develop the college's mission as a comprehensive community college to enhance transfers of our students and provide training for emerging occupations. This portion of the plan was finalized in May 2001.

In the fall of 2000, the college issued a request for proposals to hire an architectural firm to develop the facilities portion of the plan. The purpose of the Facilities Master Plan is to continue to develop and maintain a high-quality physical environment at the college. Goals to this end will be met by providing:

- A positive environment to support excellence in instruction and in learning;
- Facilities that support student activities beyond in-class instruction, such as ease of access, recreational activities, social interaction, cultural events, and other activities that support a sense of social academic community;
- Instructional tools and amenities, including state-of-the-art technologies that enhance programs, services, and operations;
- A utilities infrastructure engineered for efficiency and ease of maintenance;
- Physical elements carefully designed with safety and security in mind;
- Facilities construction which can be implemented causing the least disruption to ongoing programs and activities;
- Campus facilities which promote a positive relationship and partnership with the community; and
- Facilities designed to meet projected growth with flexibility to adapt to changes in programs, enrollments, and future technologies.

On March 14, 2001, after an extensive search, interview, and a thorough review process, the Board of Trustees approved the firm of Kruger Bensen

Ziemer (KBZ) for their services. Since that time, these professionals have worked with our faculty and staff to develop the details for the facility portion of the plan and have presented the initial work at a meeting for staff and community members. The buildings and assignable square footage we will need to accommodate 20,000 students in the year 2008 have been identified, as have the overall improvements to the campus layout. In June 2001, the Board was presented with a recommendation from staff to hire a consultant firm, selected from a competitive bid process, to work with the architects and complete an Environmental Impact Report (EIR) on the Facilities Master Plan for the build-out of the college.

Since that time, the selected firm has worked with faculty and staff to develop the details for the facilities portion of the plan and presented the completed plan to staff and the community in the spring of 2002. The buildings and additional square footage the district will need to accommodate 18,000 students by the year 2008 have been identified, as have the overall improvements to the layout of the campus.

The Master Planning process included:

- Analysis of the present and anticipated needs of the district's service area;
- The creation of a vision of the future in the form of an Educational Master Plan which focuses on current programs, services, new educational curriculum, and services needed to serve the residents and businesses of the community in the next decade and beyond;
- Development of enrollment estimates extending to the year 2015; and
- The development of a facilities plan that will both modernize the existing campus facilities and plan for future facilities to meet the needs of the college, which is projected to enroll over 18,000 students by the year 2008.

In addition, the process laid the groundwork for the development of the Letter of Intent and Needs Study for a second site (Canyon Country) in the district's service area.

The proposed projects included:

- Repair and renovation of existing facilities;
- Facilities upgrade, including replacement of carpeting and vinyl flooring, painting of classrooms, labs and offices, completion of the Architectural Barrier Removal program, installation of data outlets and infrastructure for campus-wide networking capability, removal and replacement of raised concrete sidewalks, removal and replacement of inoperable door hardware, and installation of a chilled water loop throughout campus;
- Science Laboratory Building addition: a 32,000 sq. ft. instructional building to expand the current science lab facilities to meet increasing demand for instructional programs;
- Classroom Building adjoining the new Performing Arts Center: an instructional building of approximately 9,500 sq. ft. to be located on the existing campus;
- Health Education/Cardiovascular/Physical Education Center: an instructional building of

approximately 15,000 sq. ft. that will be used for the college's instructional programs and 16 men's and women's' intercollegiate sports teams, including lockers, training areas, weight rooms, showers, storage, and other facilities;

- Vocational Technology Building Addition & General Purpose Classroom Building: two instructional buildings that would provide great opportunities. One 5,00 sq. ft. building and one 7,000 sq. ft. structure that would allow the college to meet an increased demand for various vocational training and general program offerings;
- Classroom Building/High Tech Lab Center: an instructional building of approximately 34,000 sq. ft. to provide additional classrooms and labs for technology training;
- Library Addition & Warehouse: one building of approximately 37,000 sq. ft. to supplement the college's existing library facilities and an approximately 9,000 sq. ft. building for storage of supplies and equipment;
- Canyon Country Education Center: approximately 50 acres of land and instructional building of 50,000 sq. ft. or more, offering a second campus to offer classes in a part of the community where many current and potential students reside and require access to education;
- Job Training/Community Education/Center for Applied and Competitive Technology Building: an instructional building approximately 23,000 sq. ft. to be located on the existing campus, offering job training and continuing education programs;
- Media Arts Technology Addition: an instructional building of 25,000 sq. ft. to be located on the existing campus, expanding current media arts facilities to meet increasing demand for instructional programs. The expansion will supplement the current spaces for the radio/television, computer-aided drafting, and arts programs;
- Student Services/Counseling/Job Placement & Administration Building: an instructional support building of approximately 20,500 sq. ft. to be located on the exiting campus, to be used for support services for students;
- Site improvements necessary as a result of Facilities Master Plan new building construction and relocation of existing facilities.

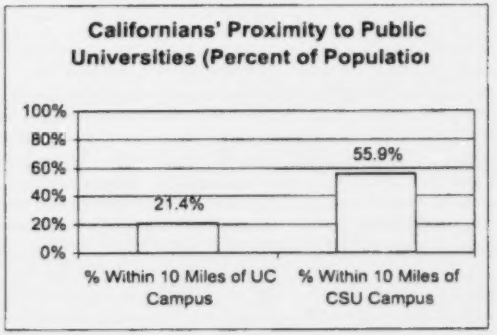
In order to complete the projects in a timely and efficient manner, the district has implemented a design process that is new to the community college system. In this system, our Facilities Master Plan architect will act as a Master architect; he will be responsible for creating the preliminary design drawings, thereby being able to maintain an orderly and consistent design standard on campus. Once the preliminary design is completed, the information will be passed on to an executive architect, who will then proceed with working drawings and continue with the project through the end of construction and occupancy. This system will allow the district the opportunity of meeting design and construction goals, while not overloading a single architect with a plethora of projects. This is especially good during a time when public education construction will be at

an all-time high, based on the quantity and size of both local and state bonds being recently passed.

As our community grows and the demand for advanced workforce training resources multiplies, these partnerships will become even more critical. In the summer of 1999, 125 businesses were surveyed as to their current and future training needs. When asked about the training and professional development needs of their workforce, both now and in the next three to five years, over 95 percent of the respondents checked one or more bachelor's degree programs, and over 88 percent checked one or more master's degree programs. However, the college's ability to meet specialized training requirements of the Santa Clarita valley's growing employment base is directly linked to the build-out of our campus facilities.

University Center

In 1999, in the interest of promoting our students' success and transfer rates, as well as meeting the educational needs of our community and promoting its economic viability, the Superintendent/President worked with the chief executive officer of a local land company to discuss and explore the concept of building a University Center at College of the Canyons. Following site visits to centers in Denver and Houston, a committee of ten CEOs from our business community was formed to explore this possibility. A survey was completed (195 businesses), and 95 percent of them confirmed our opinion that a University Center where bachelor's, master's, and doctoral programs would be offered was indeed needed in the Santa Clarita Valley.



The Superintendent/President approached the college Foundation and asked them to conduct a feasibility study on the project. The COC Foundation hired a consultant to help. Results of the survey were presented to the Foundation Board in June 2000 (Ref. 8.13). Based on the overwhelming response, the Foundation agreed to raise the $10 million needed to build the center.

The development of the campaign plan ensured the involvement of the COC Foundation and college staff. In Summer of 2001, the Family Campaign was launched. Ninety-nine percent of all full-time employees contributed to the campaign and set the tone for others to follow. The campaign is in full swing, with funds having been secured from the federal government ($800,000) with the help of our congress, the Foundation Board supporting the effort with 100 percent participation, and the Board of Directors doing the same. The University Center solicitation process is in full force; plans to execute

the rest of the plan are completed and are commencing according to schedule.

In the meantime, the college has developed agreements with eight colleges and a university, set up an interim center on campus, and is offering 13 degrees and credentials in June of 2002. When the permanent center is constructed, it will house 32 bachelor's degrees, 36 master's degrees, 3 doctorates, 5 credential programs, and help to bring higher education to the valley--effective, barrier free, and local (Refs. 8.14, 8.15, and 8.16).

The University Center will be located on the southwest corner of our campus, adjacent to the I-5 Freeway and the new South Parking lot. Universities to be located in the center include CSU Los Angeles, CSU Bakersfield, CSU Northridge, CSU Fresno, California Lutheran University, Chapman College, Woodbury University, University of La Verne, USC, Nova Southeastern University, and possibly UCLA. The project will cost $10,000,000; $2.5 million of this is included in the funding provided by Measure C. The rest will be raised by the Foundation capital campaign.

Interim University Center
The Interim University Center opened in January 2002. It is a 7,500 square foot building that is situated south of the Technology Building and west of the Classroom Village. The current partners include:

- Chapman University
- CSU Bakersfield
- CSU Fresno
- ELS Language Schools
- Nova Southeastern University
- University of La Verne
- Woodbury University

What's Coming This Summer and Fall 2002?

This summer and fall, the Center will offer three to four additional bachelor's degree programs (BS Child Development, a Credential Program in Special Ed, a Graduate Program in Higher Education, a Single Subject Credential Program), and at least one new partner college (California Lutheran University).

What is Offered There?

Thirteen Degree/Credential Programs offered by 8 partners:

Program	Institution
Administrative Credential	CSU Bakersfield
BA Business Administration	University of La Verne
BA Business Management	Woodbury University
BA Communications	CSU Bakersfield
BA Criminal Justice	Chapman University
BA Industrial Technology	CSU Fresno
BA Interior Design	CSU Fresno
BA Liberal Studies	CSU Bakersfield
BS Nursing	CSU Northridge
Ed.D. Education (K12 administration)	Nova Southeastern University
MBA Business Administration	Woodbury University
Teaching Credential Multi-Subject	CSU Bakersfield
English Language for Foreign Students	ELS Language Studies

Canyon Country Site

The district is currently preparing a Letter of Interest (LOI) and Needs Assessment Study to submit for Chancellor's Office and CPEC approval of a permanent Canyon Country site. Steps included in the process are summarized as follows:

- Notification of Intent to Proceed with Application Process (Letter to California State Chancellor)
- Summary of "Planning Activities" included in Accreditation Self Study
- Work on Needs Assessment (NA) commences without waiting for approvals
- Chancellor's Staff, California Postsecondary Education Commission (CPEC) Staff, and Department of Finance (DOF) Staff visit district and any sites identified to date
- Chancellor's Staff approves Letter of Intent (LOI)
- CPEC Staff approves LOI
- Department of Finance Demographic Research Unit (DRU) approves enrollment projections
- California Community College Board of Governors (BOG) visits College of the Canyons
- Draft Environmental Impact Report completed
- NA Completed, approved locally and submitted to Chancellor's Office and CPEC
- First Reading Agenda Item to BOG
- BOG approves proposed center
- First Reading agenda item to CPEC
- CPEC Approves Proposed Center

In the Fall of 2002, a Canyon Country Site Selection Committee, which will include community representatives, will be formed to review six to eight possible sites using site selection criteria and will make a recommendation regarding two to three alternatives. At the same time, a Facility Design Committee has been formed to convene in the Fall, to determine the design of spaces to be located at the Center (Ref.. 8.17).

Given that construction of a permanent center will take two to three years from the time of center approval in summer of 2003, the district has secured 35,000 square feet of modular space to serve as a temporary site. These modulars will become the property of the district in early 2003. These will enable the district to have an "in-kind campus" (six

months from approval date) up and running to serve students while permanent buildings are completed.

Planning Agenda:
The district will continue progress towards the campus build-out as outlined in the Educational and Facilities Master Plan.

8.2 The management, maintenance, and operation of the physical facilities ensure effective utilization and continuing quality necessary to support the programs and services of the institution.

Descriptive Summary:
The Facilities Planning & Services Department has the responsibility for the management, maintenance, and operation of all physical facilities campus-wide as well as the Canyon Country Access site. The Facilities department consists of Maintenance (nine staff), Grounds (six staff), Custodial (sixteen staff), Security (seven staff), Telecommunications (one staff), Warehouse (two staff), and Civic Center (one staff). The staff in these areas are responsible for ensuring safety and security, maintaining a visually aesthetic and healthful environment, assisting with campus renovation, and providing and maintaining a consistent and dependable infrastructure.

There are currently 13 buildings on campus encompassing 420,000 sq. ft., as well as 23 modular buildings and 15 acres of parking areas to maintain.

Self Evaluation:
Staffing levels in the Facilities department are based on expected levels of service and ratios of manpower/square feet generally accepted by institutional sites of like mission and function. The district is striving to meet these guidelines by increasing staffing levels when additional space is added to the campus. The upkeep, cleaning, and maintenance of the campus are routinely accomplished. Facilities staff participate in ongoing staff development training in order to keep up with new trends and enhance current skills.

Old equipment has been replaced and scheduled maintenance projects have been completed to enhance the infrastructure.

A Facilities Department non-instructional program review (Ref. 8.3) was completed in 1999 which included the results of a staff survey. The survey reflected an 87.6 percent satisfaction rate with the performance of the Facilities department among staff and faculty.

The implementation of a facilities management software program (Tamis) has greatly increased the efficiency and effectiveness of the department's work order system. This system tracks work orders, timesheets, scheduled maintenance, inventory, and costs. The work orders can be initiated by the customer via the Intranet and can be tracked from there as well. Tamis automatically notifies facilities staff when scheduled preventative maintenance is due and as supplies are used.

200

The state of California's Waste Management Board has mandated a 50 percent reduction of solid waste by 2004, and the district has instituted grass, paper, and can recycling programs in order to comply with this goal. The district is on track to meet the state mandate.

The college has been aggressive in securing state "set aside funds" made available on a year-to-year basis for state-determined, allowable, scheduled maintenance projects in the amount of $3,721,096 over the past five years. We were only able to obtain these dollars because we had set aside funds to match state funds when they became available with local dollars in the amount of $2,669,593. As a result, the following improvements have been made:

- Upgrade of the voice infrastructure
- Replacement of the pool mechanical room
- Replacement of shower piping and valves in the PE-Building
- Replacement of energy management system
- Replacement of evaporative coolers in A-Building and Maintenance building
- Replacement of fire suppression system in the Cafeteria
- Repair of primary electrical feeder
- Repair of outside electrical lighting systems
- Repair of air handlers
- Repair of dust collection system in T-Building
- Repair of roofs campus-wide
- Replacement of chillers in PE-Building
- Campus-wide lock replacement
- Repair of elevators

Regarding energy efficiency, the district has completed the following improvement projects:

- Completion of a Central Plant which serves the Media and Fine Arts, library, and Vocational Technology buildings
- HVAC systems contain variable speed drives, which reduce power consumption so as to supply only the amount of horsepower needed for the condition being called for
- Interior and exterior lighting retrofit
- Three chillers were replaced with high-efficiency units
- A centrally controlled irrigation system
- Motion light sensors have been installed in all new construction since 1992
- Changing light fixtures to higher efficiency, low-glare types as remodel projects were completed
- Installation of thermal storage systems and co-generation

Planning Agenda:
None.

8.3 Physical facilities at all site locations where courses, programs and services are offered are constructed and maintained in accordance with the institution's obligation to ensure access, safety, security and a healthful environment.

Descriptive Summary:
The Facilities Planning & Services Department is responsible for overseeing the construction and maintenance of all campus facilities, wherever they

are located, ensuring compliance with the district's *Strategic Plan* (Ref. 8.1) to provide facilities that are clean, efficient, safe, and aesthetically pleasing. The department is also involved in all aspects of campus access, safety, security, and hazard mitigation.

The district plans and implements scheduled maintenance projects for the repair and renovation of existing facilities. Hazardous substances abatement projects are also planned and implemented. College committees involved in ensuring a safe and healthful environment include the Facilities Master Plan Team, College Planning Team, Food Services Committee, Health & Safety Committee, Parking Committee, and Management Advisory Council. In addition, the Executive Cabinet frequently reviews and discusses facility issues and comes up with creative solutions and plans.

District Board Policy #724 (Ref. 8.4) outlines the district's obligation to provide and maintain safe working conditions and equipment at all times, to comply with standards prescribed by applicable federal, state and local laws and regulations affecting employee safety, and to conduct continuous education and training to develop safe practices.

Self Evaluation:

The district has ensured that the planning of new facilities and the renovation of existing facilities complies with the Americans with Disabilities Act. The district is currently addressing access issues with the implementation of an Architectural Barrier Removal project and will continue to address access issues by pursuing additional funds for future projects. Improvements in signage, including new kiosks, are planned throughout the campus. As a result of the Northridge Earthquake in 1994, funds have been secured for a seismic retrofit project which is currently underway in the I building.

In support of the district's *Strategic Plan* (Ref. 8.1) to provide facilities that are clean, efficient, safe, and aesthetically pleasing, the district recently completed a new *Educational and Facilities Master Plan* (Ref. 8.2). The district recently passed an $82 million local General Obligation bond measure to build new facilities and renovate some of the existing facilities on the 30-year- old campus. In addition to constructing new facilities, funds from the bond measure will allow for the repair of deteriorating areas, carpeting, and vinyl flooring that pose a safety hazard; for the painting of classrooms, labs and offices; for the removal and replacement of raised concrete sidewalks; and for the removal and replacement of inoperable door hardware. The district has been successful in obtaining state funds for scheduled maintenance and hazardous substances projects over the last several years.

In 1999, improvements were made in the Custodial department with the institution of a graveyard custodial shift in order to clean larger areas more efficiently. The reorganization also included providing two daytime custodians in order to address immediate health and safety issues. This reorganization has resulted in a cleaner and healthier environment.

All Facilities staff actively participate in job training via the district's Professional Development program. The district continues to hire security personnel that

are Police Officer Standards Training (POST) certified.

The district's *Injury and Illness Prevention Plan* (Ref. 8.5) is reviewed annually by the district's risk management consultant and updated as needed. The Plan is designed to identify unsafe or unhealthful conditions, procedures, and work practices so that they can be corrected in a timely manner. All Facilities staff receive mandatory job safety training based on the Plan.

In addition, the district's facility is inspected annually for safety compliance by the district's risk management consultant, Keenan & Associates, as well as the Los Angeles County Fire Department. Keenan conducts an annual hazardous materials inventory to ensure compliance with state requirements for regulated substances. This document is then submitted to the County of Los Angeles Fire Department.

The district updates its *Emergency Preparedness Guide* (Ref. 8.6) and conducts workshops every year to ensure that all aspects of emergency preparedness are included and kept current. Two-way radios used by all Facilities staff were upgraded in 2000, and administrators were provided with the latest in communications technology in 2001, a device that acts as a two-way radio, cellular phone, and pager. The existing alarm system was upgraded and a backup generator purchased in order to provide power for emergency lighting during blackouts. An outside public address system was installed to enable the district to broadcast throughout the campus during emergencies. The campus escort patrol program was expanded with the addition of a student escort program to escort staff and students to any part of campus during operating hours. Student campus escorts are provided with two-way radios and have been instrumental in providing added security.

Safety in parking lots is continually enhanced with the ongoing promotion of ride sharing to reduce traffic flow on campus, re-striping of lots in 2001 to provide more spaces, and, in 2002, the installation of speed bumps to reduce the chance of accidents and a traffic light at the new, 1,600-space South Parking lot, making ingress/egress safer and more controlled. New and enhanced exterior lighting was installed in 2000 to reduce glare in all campus areas, including parking lots. A new, more restrictive, smoking policy was initiated in 1999 to limit smoking to six clearly labeled areas on campus.

A new lock system was installed, giving the district audit capabilities in order to identify personnel who have accessed a particular area. During the remodel of the Laboratory Center, the entire chemical waste piping and vent system for the chemistry and biology labs was replaced, which eliminated the presence of hazardous fumes in the occupied areas.

Planning Agenda:

The *Educational and Facilities Master Plan* includes improvements in the area of pedestrian and vehicular flow, and it is the district's intent to implement the plan over a 10-year period. The district will continue to work closely with the Facilities Task Force Committee to discuss and prioritize existing and future needs of the campus.

The district will continue pursuing additional state funding for the continuation of its Architectural Barrier Removal project as well as various scheduled maintenance and hazard mitigation projects.

The district will implement processes to move Measure C projects forward.

8.4 Selection, maintenance, inventory and replacement of equipment are conducted systematically to support the educational programs and services of the institution.

Descriptive Summary:

New and replacement equipment needs, both instructional and non-instructional, are addressed in program reviews developed by each department: instructional on an annual basis, and non-instructional on a three-year cycle. Each manager makes budget requests by completing a *New/Replacement Equipment Request Form* (Ref. 8.7) to his/her respective administrator who then prioritizes and forwards the requests on to the Executive Cabinet. The Executive Cabinet prioritizes the requests of all instructional and non-instructional areas and then forwards those requests on to the President's Advisory Council on Budget (PAC-B), which then makes a recommendation as to which requests should be included in the next fiscal year's budget, based on available funds.

As per the *Technology Master Plan* (Ref. 8.10), Computer Support Services (CSS) oversees the ongoing maintenance and replacement of all computers and any associated technical equipment, including printers, scanners, and network equipment. Audio/Visual Services provides maintenance and replacement for media equipment; Reprographics Services provides campus-wide repair and replacement of copiers. General equipment maintenance and replacement are the responsibility of the individual departments as outlined in their respective program reviews.

The Chief Business Officer maintains an annual inventory of all equipment items per *Board Policy #700* (Ref. 8.9). This inventory is then verified by a physical inventory taken on a room by room basis. The district completes an annual physical inventory of equipment, which is conducted by an outside consultant. The results of this inventory are the basis of planning and scheduling equipment replacement needs.

Self Evaluation:

Current procedures and processes for the selection, maintenance, inventory, and replacement of district equipment allow the district to support the educational programs and services of the institution through the implementation of recommendations and budget allocations to keep pace with demand.

The Technology Committee has developed procedures that have standardized computer hardware purchases and has established clear guidelines for managers to follow with respect to computer replacement. Computer Support Services staff, in consultation with the Technology Committee, schedule upgrades and replacements of computer systems and peripherals on a regular basis.

The budget development process has been improved over the years, and managers are given clear instructions on the procedures necessary to request new and replacement equipment for their respective departments. State Technology and Telecommunications Infrastructure Program grants have provided additional funding necessary to replace and upgrade computer equipment. The Facilities Department has been successful in utilizing district funds to upgrade and/or replace deteriorating maintenance and grounds equipment.

The district will continue with its existing process regarding the selection, maintenance, inventory, and replacement of equipment, as well as continue with its current funding process and replacement schedules.

To continue to maintain a policy for technology replacement and upgrade, the district needs to dedicate a percentage of its annual budget with the understanding that each piece of equipment purchased will require replacement sometime within the system's three-year useful life. In addition, to ensure that each system maintains its usefulness throughout the three-year span, it will be necessary to proactively maintain, upgrade, and budget for memory, motherboards, and other hardware.

In the past the district, through the Technology Committee, has utilized instructional equipment grants from the State to fund all instructional equipment purchases. This practice, while a strong source of funding in the past, succumbs to a waiting game where the district bases its annual budget on the assumption that these grants will fund the instructional equipment and technology requests and, therefore, had not set aside general-fund dollars as a contingency in case the state is unable to fund the grant (taken from the 2001-2006 Technology Master Plan).

Other non-instructional equipment, such as copiers, furniture, and facilities-related tools and equipment, should continue to be evaluated, prioritized, and funded on an equal basis with other equipment funding requests so as to be able to maintain overall campus efficiency within district systems and processes.

Planning Agenda:

The district will continue the practice established in the 2002-03 budget process to set aside funds to support the maintenance, upgrade and replacement of equipment.

8.5 Physical resources planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district or system planning and utilization where appropriate.

Descriptive Summary:

The district's *Vision Statement* (Ref. 8.10) asserts that the college is dedicated to enhancing its reputation as a leading two-year college, recognized locally, regionally, and statewide for technical advancement, institutional effectiveness, student support, model academic and professional programs, excellence in teaching and learning, and a sense of community to its students and staff. Based on this

Vision Statement, the goal of the *Strategic Plan* is to provide clean, efficient, safe, and aesthetically pleasing facilities necessary to support college programs and services.

The comprehensive planning process is an ongoing process conducted within the context of the *Strategic Plan*. Internal and external information sources, such as enrollment analyses, workforce trends, self-studies, program review data and recommendations, and space utilization assessment needs are utilized as bases to develop the planning reports, such as the *Educational and Facilities Master Plan, Technology Master Plan*, Space Inventory Report, and Five-Year Construction Plan. The development of these plans involves numerous campus committees comprised of a broad range of representatives from the campus. Departments play a central role in all planning processes and drive district-wide planning and resulting programs, services, and budget. In addition to taking part in departmental planning, faculty and staff are involved in planning through various committees, including the College Planning Team, the Enrollment Management team, and several other planning groups. All plans are used to drive budget decisions, which are processed through the President's Advisory Council on Budget (PAC-B), the Superintendent/President, and the Board of Trustees.

The College Planning Team (CPT) is the campus body that oversees the planning efforts of the district, evaluates the district's effectiveness, works to integrate data into planning processes, ensures (via program review, data analysis, and self-study) that those efforts are tied to the district's *Strategic Plan* (Ref. 8.1), and initiates [illegible]sign efforts on campus. The CPT includes representatives from faculty, staff, management, and the student body.

The Facilities Master Planning Team oversees the development of facilities planning, utilizing data and information provided by institutional effectiveness measures, WSCH and enrollment projections, college departmental program reviews, the *Educational and Facilities Master Plan*, land-use studies, and assessment of external variables. Faculty and staff actively participate in the development of the Facilities Master Plan and its implementation. The Facilities Task Force Committee reviews the district Five-Year Construction Plan each year before it is submitted to the state.

Design committees and eleven planning teams have been formed and are currently working on the design of the planned projects resulting from the passage of our local General Obligation bond.

Self Evaluation:

The district has incorporated the decision-making and planning processes in a comprehensive handbook for all staff, *Decision-Making at College of the Canyons* (Ref. 8.11). This publication describes how individuals are involved in the various processes that lead to decisions and illustrates the district's ongoing planning process and long range goals.

The district recently completed a new *Educational and Facilities Master Plan*. This process was accomplished via the College Planning Team and

Facilities Master Plan Committee, which consist of representatives from all parts of the campus community.

As a result of the analysis, review, and recommendation of the various committees, physical improvements are planned, prioritized, and budgeted to address our institutional goals.

Planning at the college is an ongoing process for all endeavors. Our commitment to and continuation of extensive planning have proven beneficial and have allowed us to capture state funds to assist in meeting our institutional goals.

Planning Agenda:
None.

Standard Eight References

8.1 Strategic Plan
8.2 Educational and Facilities Master Plan
8.3 Facilities Non-Instructional Program Review
8.4 Board Policy #724
8.5 Injury and Illness Prevention Plan
8.6 Emergency Preparedness Guide
8.7 New/Replacement Equipment Requisition Form
8.8 Technology Master Plan
8.9 Board Policy #700
8.10 Vision Statement
8.11 Decision-Making at College of the Canyons
8.12 Measure C Bond item
8.13 College of the Canyons Feasibility Study, January 2001
8.14 University Center Brochure
8.15 University Center Video
8.16 University Center Photo
8.17 Facilities Design Team – Canyon Country Site

"It's amazing. It gives you a real idea of what goes on. It's a lot of physical work. It's my first step toward becoming a firefighter paramedic."

Fernando Leon - COC EMT student upon witnessing
a Jaws of Life demonstration

Standard 9

Financial Resources

The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.

A.1. Financial Planning supports institutional goals and is linked to other institutional planning efforts.

A2. Annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements. In those institutions which set tuition rates, and which receive funding from student fees and tuition, charges are reasonable in light of the operating costs, services to be rendered, equipment, and learning resources to be supplied.

A3. Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities.

A4. Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.

A5. Administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets.

Descriptive Summary:

In 2001, the college adopted Beyond the Year 2000: College of the Canyons Strategic Plan (Ref. 9.1). This document is the result of the efforts of the College Planning Team (CPT). It refines and updates Toward the Year 2000: College of the Canyons Strategic Plan, Fall 1996 (Ref. 9.2). Since 1989, the Strategic Plan has been updated regularly.

The budget development and financial planning processes of the College ensure that financial resources of the District are used to support the Strategic Plan, established program goals and annual program reviews.

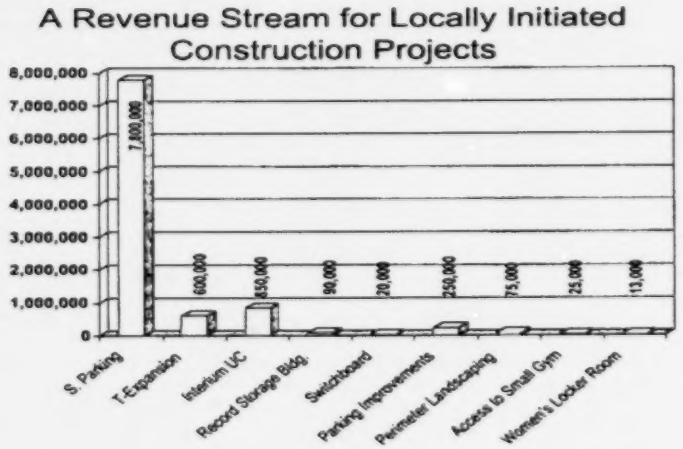
Annual and long range planning is realistically related to an expert understanding of revenue sources and trends, alternative revenue sources and the costs associated with operating a comprehensive community college. The Superintendent/President, who is a practiced expert in community college funding, is supported by a knowledgeable administrative team and competent fiscal services staff. When needed, the College makes use of financial consultants to provide guidance in complex financial matters such as bond sales and asset management projects.

In addition, the college has completed an Educational and Facilities Master Plan (Ref. 9.3) and a Technology Master Plan (Ref. 9.4). Educational and Facilities Master Plans were produced as separate documents in 1990 and in 1996. In 2002, the document was combined for the first time as the Educational and Facilities Master Plan, thus creating a logical link between the two and a planning document that can be easily referenced. The budget de-

The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives

velopment process encourages support of these plans by requiring budget requests to be linked to priorities identified in these plans. College of the Canyons' annual and long-range financial planning reflect a realistic assessment of projected revenues and expenditures. The Educational and Facilities Master Plan (Ref. 9.3) anticipates future educational programs, projects enrollments, and identifies facilities needed to meet the educational demands of the future.

The district also prepares a Five Year Capital Construction Plan (Ref. 9.5) and a Five Year Scheduled Maintenance Plan (Ref. 9.6) to identify high priority facilities needs. The district has been very proactive in securing scheduled maintenance funding from the state and has received a higher than average share of the revenues. This has allowed the college to complete scheduled maintenance projects ahead of schedule, as is reflected in the beautiful condition of the campus and its structures that provide aesthetic as well as functional benefits to students and staff. In addition, our fiscal stability has enabled us to invest in local projects (see chart below).



Long-range capital planning has been made possible by the recent passage of an $82 million local bond measure for the college. The college was fortunate to have had outstanding volunteer leadership behind the Citizens for College of the Canyons: Yes on Measure C Committee. The group of dedicated vol-

unteers raised the money and secured other donations needed to conduct the campaign, including: a donated site for campaign headquarters, sixty phones for phone banking, $75,000 for printing publications, food from a local restaurant for headquarters, a realty office donated by a local realtor to accommodate the bond strategy of "following-up," and the technical expertise that fueled a successful campaign. With the theme "Pigs Can Fly," the leadership was successful in securing the participation of over 92 percent of all full-time employees at College of the Canyons as volunteers at Campaign Headquarters. Through phone banking, a positive and organized public relations campaign, an education effort at the college and in the community, and the successful "Get Out the Vote" drive, the measure passed on November 6, 2001 with 68.07 percent of the vote. Once the measure was passed, the district proceeded as follows:

- Had a party to celebrate the initiative's success received certificate of election
- Accepted certificate through formal board action
- Formed oversight committee
- Worked with underwriter to develop initial schedule of issuance
- Gathered information for rating agency and insurance company
- Traveled to San Francisco for bond rating and insurance meetings
- Conducted bond sale
- Received bonds proceeds

After the bond was approved, the District proceeded with the steps necessary to issue the General Obligation Bonds. District information was gathered for meetings with rating agencies and mini-bond insurance companies. District staff traveled to San Francisco for rating and insurance meetings on April 10, 2002. The initial bond sale was conducted in early May, 2002, and proceeds were received late May, 2002. As a result, projects are now being actively planned

Due to the AA rating, the cost of insurance was reduced. The addition of insurance increased the rating further to AAA. As the result of favorable market conditions, the college received $650,000 more than it anticipated for the scheduled projects. The college has set up planning teams that will work with the Master Architect and his team to, over the next five years, research and design the building projects.

The projects that will be fu ded with the proceeds of the first bond issuance include:

- Repair & Renovation of Existing Facilities
- Classroom Building Adjoining the New Performing Arts Center
- Classroom Building/High Tech Lab Center
- Science Laboratory Building Addition
- University Center
- Vocational Technology Building Addition
- New Site Acquisition (Pending State Approval)

The projects that will be funded with the proceeds of future bond issuance include:

- Health Education/Cardiovascular/Physical Education Center
- Student Service/Counseling/Job Placement and Administration Building
- Library Addition
- New Site Acquisition (Pending State Approval)
- Warehouse
- Site Improvements and Renovation
- Media Arts Technology Addition
- General Purpose Classroom Building
- Job Training/Community Education Center for Applied and Competitive Technology Building

Asset Management

Since the last accreditation, the district has seriously explored asset management opportunities. Currently, the district is in the planning stage of a possible project that would not only generate revenue, but would enhance educational offerings as well. The proposed asset management project directly addresses empirically identified educational needs of residents and local businesses. The project will also enhance the college's successful attainment of core components of its mission.

Budget Development

Decision-Making at College of the Canyons (Ref. 9.7) clearly identifies guidelines and processes for budget development, including opportunities for administrators, faculty, and support staff to participate in the annual budget development process. These guidelines and procedures are followed throughout the budget development process. Not all faculty and staff are directly involved with the budget; however, all are invited and encouraged to participate through budget development workshops and attendance at the President's Advisory Council on Budget (PAC-B) meetings.

Membership in PAC-B is determined by position and appointment. The Chief Business Officer and the President of the Academic Senate co-chair the committee. The Academic Senate and classified unions select five representatives, in addition to one representative from the classified confidential group, and four administrators who are chosen by the Superintendent-President. Although these seventeen appointees comprise the official "voting" members, PAC-B meetings are open to everyone, and all employees are encouraged to participate.

The Budget Development process begins with a solicitation of structured input from the various cost centers on campus. This information is used by PAC-B to develop the Budget Parameters and Budget Calendar (Ref. 9.8), which provide the framework for the budgeting process. PAC-B functions as a budget advisory group, providing the Superintendent/President with recommendations based on the needs and priorities of various campus constituencies, as well as the college's goals and objectives as defined in the Educational and Facilities Master Plan (Ref. 9.3), the Strategic Plan (Ref. 9.1), and the Technology Master Plan (Ref. 9.4).

The Budget Coordinator, in conjunction with key Business Services staff, works closely with budget

managers, administrators, faculty, and staff to educate and assist in the preparation and submission of their budget requests to PAC-B. In 1998-99, the Vice President of Administrative Services initiated Budget Planning workshops in conjunction with Program Planning workshops developed by the College Planning Team (CPT). Multiple workshops are conducted throughout the year for all appropriate faculty and staff to assist individuals in completing budget related forms, etc. The Budget Development Guide (Ref. 9.8) is produced and distributed each year in November in anticipation of Budget Development workshops offered in November and December. This guide offers a complete overview of the budget development process as well as step-by-step instructions on how to complete and submit the necessary budget request forms. All forms and instructions are also available on the college's Intranet (coc.cc.ca.us/intranet).

Following the timeline set forth in the Budget Calendar (Ref. 9.8), budget managers, faculty, and staff submit their budget requests (for augmentations, equipment, and full-time staffing) to the appropriate administrator. Administrators combine and prioritize requests within their areas and submit recommendations to the appropriate Executive Cabinet level administrator. Executive Cabinet level administrators combine and prioritize the requests within their areas, and make recommendations for augmentations and equipment to PAC-B (usually in February for the upcoming fiscal year), and to the appropriate staffing committees for full-time personnel requests. The Vice President, Instruction and Student Services oversees the most significant portion of budget dollars and is instrumental to the overall success of the budget process. By working closely with Division Deans, the Vice President, Instruction is able to achieve a synergy between departments with the outcome being cost efficient budgets that support the programs, goals, and strategies of the college.

The Superintendent/President takes responsibility for providing the leadership crucial to developing a balanced budget that appropriately supports the vision of the college. In a collaborative process with Executive Cabinet members, the Superintendent/President reviews the recommendations submitted by PAC-B and makes modifications as needed. The Chief Business Officer and Business Services staff support this process by producing revised budget reports and additional information to facilitate effective decision-making. Per the decision-making guide, any changes are communicated back to PAC-B. Typically, 99 percent of the PAC-B recommendations go forward to the Board.

The Superintendent/President then submits a recommendation for a Tentative Budget to the Board of Trustees, usually at the Tentative Budget Workshop held in May. The Board of Trustees reviews and provides input to the recommendations submitted by the Superintendent/President, and approves the recommendations for inclusion in the Tentative Budget.

The Budget Coordinator, under the supervision of the Chief Business Officer, integrates any recommendations of the Board of Trustees with the ongoing discretionary budget and prepares a Tentative Budget for the Board's approval by July 1st. After approval by the Board of Trustees, the Tentative Budget is posted to the district's general ledger and

functions as the spending authority until the Adopted Budget is approved in September. Minor changes are made to the Tentative Budget between July and September as necessary to reflect updated information. If significant changes are required, PAC-B reconvenes to assess the situation and makes a modified recommendation to the Superintendent/President. By September 15th, the Superintendent/President presents the Adopted Budget to the Board of Trustees for its approval. Once approved, the Adopted Budget replaces the Tentative Budget in the district's general ledger.

Administrators, faculty, and staff also have opportunities to participate in financial planning on the Partnership for Excellence (PFE) Committee, which meets throughout the year to review and monitor PFE-funded projects. The PFE Committee establishes local priorities on an annual basis, issues requests for proposals for the upcoming year, and reports its recommendations to the PAC-B committee.

Budget managers, administrators, and Executive Cabinet members have access to the current status of their budgets via Datatel and are encouraged to use the information to project future needs. The district's Budget Coordinator is available throughout the year to support and assist budget managers with all budget issues.

Self Evaluation:

According to Accreditation Surveys: Administrators, Managers and Supervisors, Faculty, and Staff, Spring 2002 (Ref. 9.9), 83 percent of the administrators, managers, and supervisors, and 61 percent of faculty agreed or strongly agreed that they are familiar with the guidelines and processes for financial planning and budget development. The survey also indicated that 36 percent of administrators and 54 percent of faculty felt they need additional professional development opportunities in the area of monitoring budget. Given that over 60 individuals, or 18 percent, of our staff has been hired since spring of 2001, this is not our priority. The Professional Development Office, in conjunction with the Fiscal Services Office, must continue to provide workshops and training to help those who monitor budgets better understand the process.

According to the same survey, 63 percent of administrators, managers and supervisors, and 69 percent of faculty agreed or strongly agreed that the budget development process provides adequate opportunities for staff representation and participation. Although the majority of administrators and faculty surveyed felt they have adequate representation in the financial planning process, 14 percent of all those surveyed felt they did not have adequate opportunities to submit requests and to be represented. The Budget Coordinator will continue to work with all department heads and managers so that they apprise all employees of the Budget Plan Process. In addition, the Budget Coordinator will continue efforts to provide training opportunities to all interested staff so they may better understand the financial planning process and have opportunities to submit requests.

Planning Agenda:

Offer more professional development opportunities in the area of monitoring budgets conducted by the Budget Coordinator.

B. Financial Management

B.1 The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making.

B.2 Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional response to external audit findings is comprehensive and timely.

B.3 The institution practices effective oversight of finances, including management of financial aid, externally-funded programs, contractual relationships, auxiliary organizations or foundation, and institutional investments.

B.4 Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.

B.5 Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.

B.6 Financial management is regularly evaluated and the results are used to improve the financial management system.

Descriptive Summary:

Like all modern financial management systems, Santa Clarita Community College District's financial management system relies heavily on computer technology. Currently, the district uses the computer services of the Los Angeles County Office of Education (LACOE) in conjunction with Datatel, a district-based computer system. The Datatel system has been fully implemented in Fiscal Services, Student Business Office, Student Services, Human Resources, and Academic Affairs. For financial reporting, the district uses the Datatel Colleague financial module that is available to all administrators, faculty, and staff. This system has made the budget, expenditure details, and available balances readily accessible. The financial reporting system and the format of the budget document provide dependable and timely information for sound financial decision-making by the Board of Trustees.

The application also allows inquirers to see the budgeted amount, year-to-date expenditures, encumbrances, available balances, and detailed expenditures for each account and provides appropriate control mechanisms. For instance, purchase requisitions are not processed if the system shows that there are insufficient financial resources to support the requested purchase. Reports are distributed to program managers for accounts with negative balances so that the appropriate budget transfers can be made.

Transactions are reconciled between Datatel and LACOE, our fiscal agent, to ensure the integrity of the data. The Budget Coordinator maintains a comprehensive salary projection and verifies and ap-

proves account numbers for all personnel additions and changes.

The district's financial documents indicate the budgeted allocation and, in the monthly reports to the Board of Trustees, the percentage of funds used by major categories. The district contracts for an annual audit, during which time the financial management system is evaluated. The auditor reports its findings to the Board of Trustees, and the recommendations are implemented in a timely manner. In accordance with state law, at least 50 percent of the budget is spent on direct instruction. Any weaknesses, either structurally or operationally, are disclosed in the auditor's report (Ref 9.10).

Department chairs, program directors, division deans, managers, dean and senior administrators have oversight and control responsibilities for segments of the budget assigned to their areas. Multiple levels of approval are required for progressively larger expenditures. The Executive Cabinet monitors the overall annual budget and initiates corrective action if revenue or expenditure patterns undergo unanticipated changes.

The Board of Trustees receives monthly reports on all district funds from Fiscal Services. The reports include detailed explanations on changes to contingency reserves and total income and expense budgets that may affect the bottom line. The board also approves adjustments to the budget and ratifies all purchase orders at its monthly meetings. In addition, the CCFS 311Q (Ref. 9.11) is provided to the Board of Trustees on a quarterly basis. This is a financial report required by the state to be submitted to the Chancellor's Office and is a summary of the general fund revenue, expense, and fund balance.

Oversight for financial aid is accomplished through disbursement of student aid checks and monitoring the receipt of student grants from granting agencies. Program directors and appropriate deans oversee the expenditures for all categorical funds and grants. All grant expenditure reports are verified by the Accounting Supervisor and approved and signed by the Chief Business Officer. Auxiliary organizations have a fiscal services representative who performs monthly reconciliations and year-end close of the general ledger.

The College of the Canyons Associated Student Government is funded by the optional $10-per-semester or $18-per-year student services fee paid by those who enroll in courses at the college that supports student clubs and co-curricular activities and provides students with organizational leadership experience, enhancing their academic experience. The ASG budget is developed by established processes in accordance with the ASG constitution and is monitored and controlled by the ASG Senate under the general supervision of the Dean of Student Services and the Assistant Dean of Student Development and Retention. An ASG Officer may initiate a requisition for approved ASG budget expenditures, which must be approved by the Student Senate and Assistant Dean of Student Development and Retention. Each month, the ASG reconciles monthly transactions to the Fiscal Services records maintained on behalf of the ASG.

The College of the Canyons Foundation is a 501 (c) (3) organization and raises funds for student scholarships, Student Constitution (Ref 9.12), and college programs, fosters community relationships and partnerships, and accepts donations from businesses and individuals on behalf of the district. The Superintendent/President, Chief Business Officer, and Vice-President, Instruction and Student Services are ex-officio voting members on the Foundation Board of Directors as well as the Foundation Executive Committee. The Foundation prepares monthly financial statements for the Foundation Board which, in turn, reviews the Foundation's activities as well as the annual independent audit of its finances. Fiscal services assists with this process by reconciling income to Foundation records, preparing a cash summary for all bank accounts as well as a balance sheet, income sheet, and revenue and expense analysis.

The Chief Business Officer reviews and approves the language in all contractual agreements and ensures that all contracts have "hold harmless" clauses and other language to minimize exposure to potential financial liabilities. In addition, contractual relationships are monitored by LACOE, which requires appropriate documentation in the form of certificates of completion, proof of insurance, and 10 percent retention on contracts held 30 days following completion of the contract. The Board of Trustees approves all contracts in open meetings. Legal counsel is asked to provide input on comparability to other community college contracts and to review contracts that may involve more specialized areas and contracts that involve negotiations.

The Chief Business Officer monitors the accuracy of revenue estimates in the adopted budget and takes appropriate action if revenue estimates need to be adjusted. If there is a significant change in student enrollment, or if estimates are adjusted, a corresponding adjustment is made to the expenditure budget. Each administrator, manager, program coordinator, and academic department chair can print hard copy reports or view them online, in summary, or in detail. Actual expenditures are monitored by reviewing these program specific reports, comparing them to the adopted budget, and adjusting budgets through budget transfers, as necessary.

Self Evaluation:

The district's financial management system includes appropriate control mechanisms and the district's independent auditor has concluded that the district has been effective in supervising and managing its finances. The district's reserves have exceeded the 6 percent minimum that the Board of Trustees requires. Since the Datatel system makes budgetary information continuously available to members of the college community, the district's financial system provides dependable and timely information and helps district personnel make sound financial decisions. However, more faculty and staff need hands-on training in the use of the system. Since its implementation in 1998, the Datatel system has undergone numerous modifications to address the needs of the users. Based on survey results, training has been made available for the new Windows-based version – UI – of Datatel.

Other improvements implemented in the last few years include the decentralization of purchasing

through the use of online requisitions and the implementation of specific funds to more accurately reflect reserve balances. The decentralization of purchasing has been facilitated through training courses offered on the Datatel system for all staff. Specific funds established include liability or deferred items for areas such as retiree benefits and will be established for GO bond proceeds and the new University Center to better track revenues and expenditures. In fact, the district has created separate funds for a number of major operations within the institution.

Challenges facing the district will include the ability to provide adequate staff to support the new and expanded functions that are part of a growing district. Two of these functions are grants development and the hiring process for new employees and are discussed further below.

Support for Grant and Categorical Coordinators- A classified staffing request was proposed during the fiscal year 2002-2003 budget process for an Accounting Technician III to support grant and categorical coordinators in the preparation, review, and submission of preliminary, interim, and final reports to the Chancellor's Office. In addition, it was proposed that this position will consolidate grant responsibilities from three different positions and create an efficient and expert resource. Support in this area has been difficult to provide due to the expanding workload of Fiscal Services staff. Often, final reports are signed and submitted to the Chancellor's office without preliminary review by fiscal services staff that may result, unnecessarily, in time spent to correct and resubmit the report. The strategic planning of the district includes the aggressive pursuit of grants. By adding the new position, grant reports can be reviewed for accuracy before submission to the Chancellor's Office. In addition, regular monitoring of the grant funds will provide for maximization of grant expenditures. This will ensure the best results for each grant program and a greater benefit to the district.

Segregation of Duties for Hiring between Human Resources and Payroll-According to an audit finding during the fiscal year 2001-2002 audit, the responsibility for inputting new employees must be shifted from Payroll to Human Resources with the goal of providing an adequate segregation of duties. Currently, only the Payroll staff have training in the LACOE (County) computer system. The project will require specialized programming and coordination with the county as well as training for Human Resources staff in the new county system, Peoplesoft. The anticipated implementation date for this project is 2003-04.

Planning Agenda:

The district has identified the following areas for improvement and recommends implementation: support for grant and categorical coordinators and segregation of the duties for the hiring process between payroll and human resources.

The county will be installing Peoplesoft in 2003-04. The Payroll Department will continue to input "new hire" information.

C. Financial Stability

C.1 Future obligations are clearly identified and plans exist for payment.

C.2 The institution has policies for appropriate risk management.

C.3 Cash flow arrangements or reserves are sufficient to maintain stability.

C.4 The institution has a plan for responding to financial emergencies or unforeseen occurrences.

Descriptive Summary:

In the early 1990's, the Superintendent/President recommended to the Board that it implement enrollment management strategies and approve a minimum of a six percent reserve for contingencies. The Board of Trustees approved a budget standard requiring a 6 percent reserve in the annual budget parameters recommended by PAC-B to the Superintendent/President. The purposes of these funds are to be able to meet unforeseen obligations and/or buffer the district from unrealized income. The district has met or exceeded the reserve minimum requirements throughout its history. (See Reserve Chart below.) As a result of the district's commitment to maintaining a minimum six percent reserve, a superior cash position is continually maintained and short-term cash flow borrowing has not been required.

GENERAL FUND HISTORICAL DATA
SANTA CLARITA COMMUNITY COLLEGE DISTRICT

Fiscal Year	Beginning Fund Balance	Revenues	Expenditures (1)	Ending Fund Balance	Ending Balance as % of Expenditures
1992-93	783,134	14,975,095	13,863,288	1,894,941	13.57%
1993-94	1,894,941	15,649,508	15,659,452	1,884,997	12.04%
1994-95	1,884,997	15,375,045	16,066,935	1,193,107	7.43%
1995-96	1,193,107	17,548,226	17,211,243	1,530,090	8.89%
1996-97	1,530,090	20,530,737	18,487,951	3,572,876	19.33%
1997-98	3,572,876	24,734,325	23,824,123	4,483,078	18.82%
1998-99	4,483,078	28,908,246	27,878,484	5,512,840	19.77%
1999-00	5,512,840	33,605,216	33,993,785	5,124,271	15.07%
2000-01 *	5,124,271	42,020,487	43,839,149	3,305,609	7.54%
2001-02 (2)	3,305,609	48,111,188	48,469,830	2,946,967	6.08%

(1) Includes other sources and uses.
*Decline in ending fund balance reflects transfers to separate funds for capital outlay, scheduled maintenance match, retiree benefits, etc. as well as funding for faculty and classified staff in response to the significant growth in the District.
(2) Based on February 28, 2002 Financial Report for FY 2001-02 (Includes all general funds: 11,12 and 15)
Source: Audited Financial Statements

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The Santa Clarita Community College District has reviewed the analyses conducted by districts in fiscal crisis in order to identify the common mistakes leading to fiscal instability (Ref. 9.14). A system of checks and balances has been created to prevent these mistakes from happening in our district that includes quarterly review of expenditures, periodic adjustments to revenue projects, sources of revenue identified to offset long-term liabilities, regular audits, analysis of processes to evaluate significant changes in fiscal environment, and strategic planning, coordinated with budget process (see Ref. 9.16). Other districts have successfully implemented this system after participating in workshops presented by the district's staff.

Under the leadership of the Superintendent/President and Chief Business Officer, the district administration discusses financial risk management on an ongoing basis and constantly monitors the budget and intermittent changes triggered by adjustments in projected income at the state level. We also analyze the impact of possible decisions on the budget both as one-time (immediate impact) and long-term liabilities.

We are managing our risks with enthusiasm and success. In summary, the college is positioned to succeed:

- 16 percent average growth per year each of last 5 years
- 3.5 times as much new funded growth as other districts in Los Angeles County
- Better success at transfer rate and transfer preparedness than system as a whole
- Extensive and growing network of business partners
- Driver of economic development in our area – bringing partners to Santa Clarita Valley
- Passed Measure "C" Proposition 39, $82 million bond campaign
- Positioned to receive $82 million in matching funds from Sacramento
- Strong support from community CEOs and community leaders
- Growing, developing, and creative community
- Innovative partnerships:
  - City of Santa Clarita
  - National Science Foundation
  - Manufacturing Alliance
  - Interim University Center: Four-year colleges in record numbers

The Chief Business Officer serves as the district fiscal risk manager. In this capacity, the Chief Business Officer coordinates the purchase of insurance programs and acts as the district's representative on joint powers agencies for joint purchase programs or self-insured pools. With the exception of worker's compensation claims, all insurance claims are processed through the Chief Business Officer's office. The Human Resources Department facilitates workers' compensation claims with the assistance of a consultant from the district's insurance administrator, Keenan & Associates. The Director of Facilities Planning and Services is chair and coordinates the Safety Committee. The purpose of the Safety Committee is to identify physical risks and to make recommendations for corrective action.

Relative to enrollment management, the district has an established committee and will no longer underwrite unfunded FTES. As can be seen from the chart below, the college's enrollment is projected to grow exponentially in the future.

Enrollment management is critical to a district's financial stability. In the early 1990's, after several

Santa Clarita Community College District
Enrollment History and Projection

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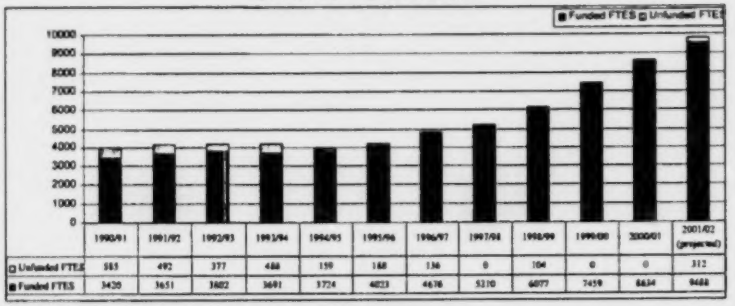
years of unfunded FTES, the Superintendent/President took an enrollment management plan to the Board. It recommended that the district implement a strategy to reach equilibrium and hold enrollment constant until the unfunded gap was filled. At the time, we were serving 25 percent more students than we had funding for. If the district had continued at that rate, it would have been 50 percent unfunded for FTES in 6 years. Rather than cutting sections, the strategy was to not add sections. In addition, the district aggressively worked to increase its growth factor so that its revenue more closely matched FTES served (see Ref. 9.15 for an example of an enrollment management report).

In January of 2000, the Superintendent/President presented an update on the district's progress of this goal. As can be seen from the chart below, the number of unfunded FTES was reduced significantly as the proposed strategy was implemented.

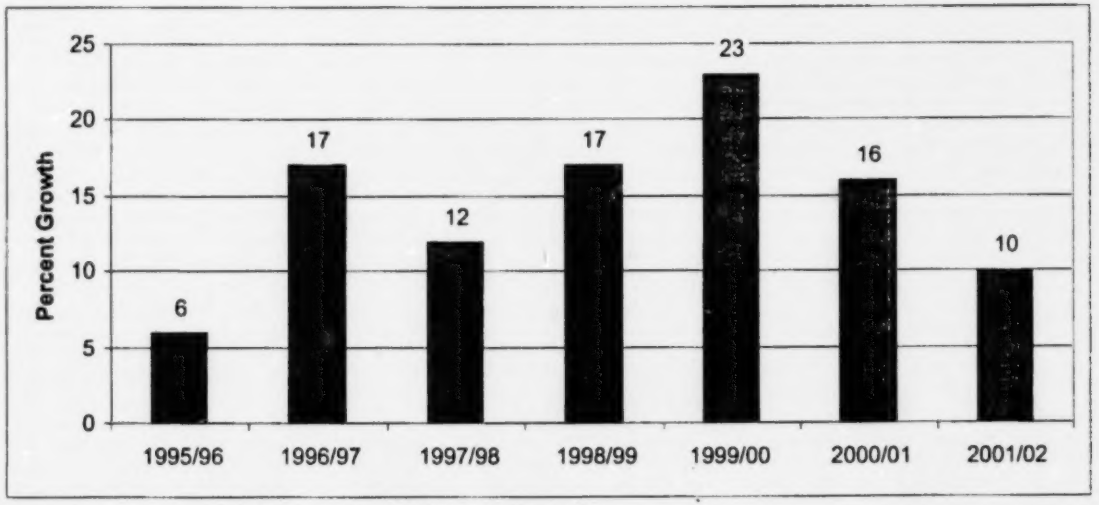
Santa Clarita Community College District
Financial Resources
Total Funded & Unfunded FTES
1990/91 – 2001/2002



Because we have "managed" our enrollment, we have been funded for our growth and have not "lost" revenue these past five years. Our funded FTES base has increased 150% in a ten-year period. A larger funded base means more revenue.

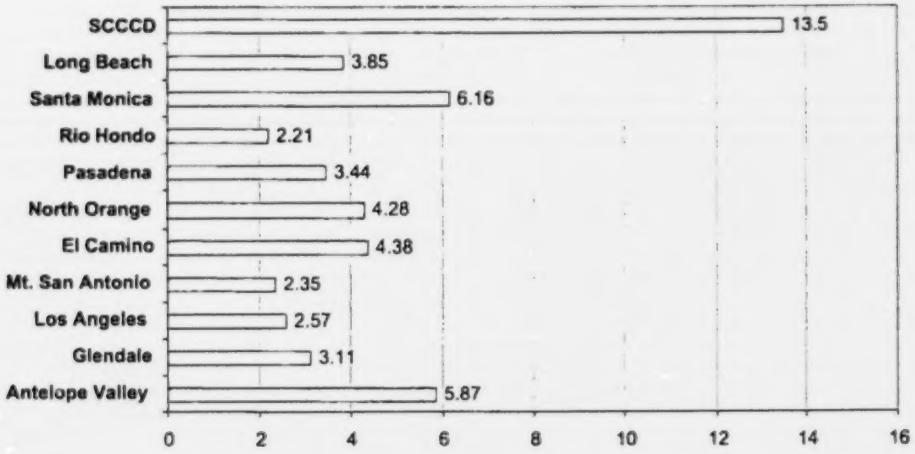
Combined with this approach was a very aggressive effort on the part of the Superintendent/President to maximize revenues to the district by working with the Chancellor's Office Research Unit to ensure that the college's growth factor accurately reflected the community's growth. Through regular substantiation of the community's growth via independent data sources, a description of new housing units that were approved and the explosion of commercial/industrial growth, the Superintendent/President was successful

in her effort. Growth rates the past seven years at College of the Canyons have been substantial. When compared to other Los Angeles County and contiguous districts, the SCCCD has grown at a rate three times the average of comparable districts (see charts below).



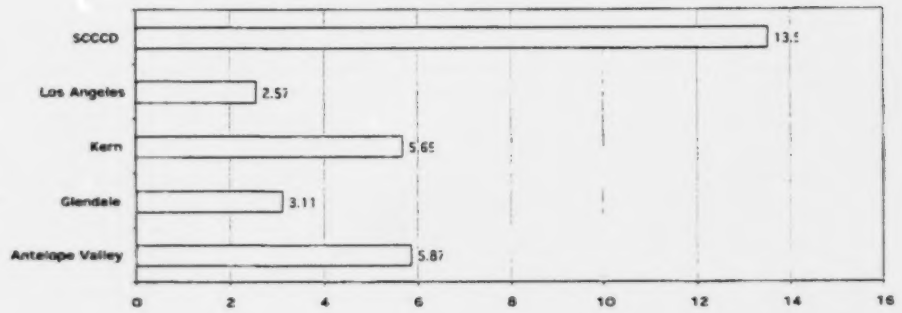
Actual Funded FTES Growth: 1995/96 to 2001/02

Growth Factor
Comparison to Surrounding Colleges with Persistent Growth



Our growth for 2001-02 ranges between 5x and 2x as great as any other district in Los Angeles County

Growth Factor
Comparison to Contiguous Districts



The same can be said of contiguous districts

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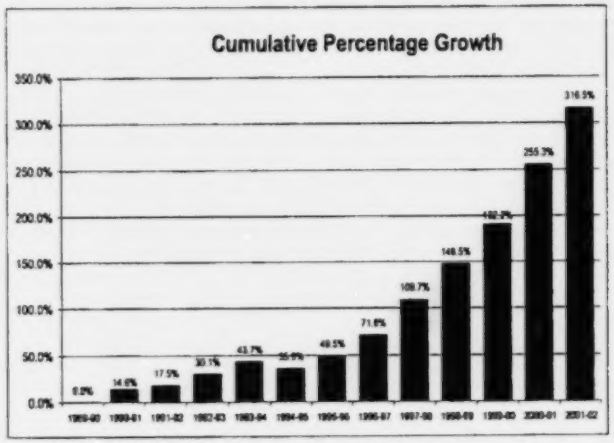
Enrollment has increased 85 percent since Fall of 1996 and as a result of most of this being "funded," the district's budget has grown substantially (see charts below).

Growth in Unrestricted General Fund Revenue

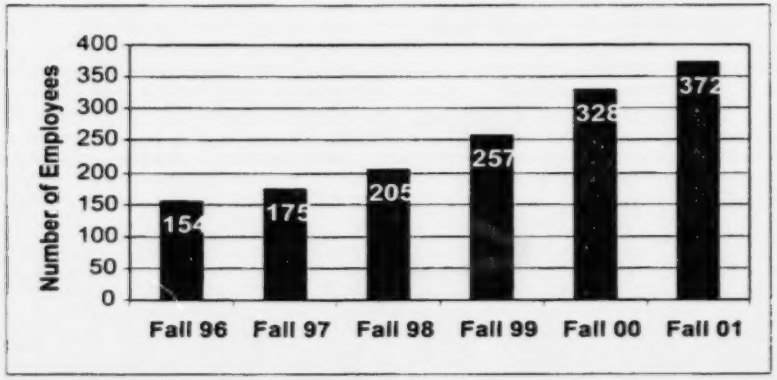
1989/90-2001/02



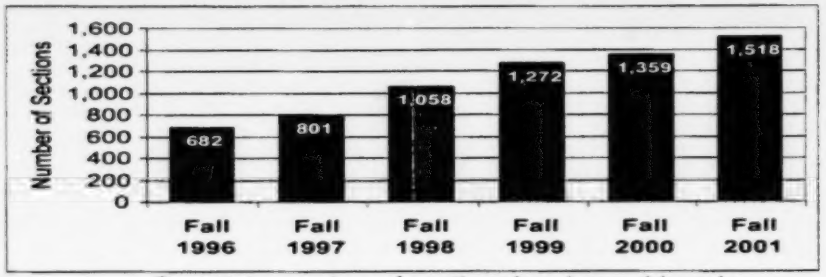
As our funded FTES grows, so does our revenue base.

These revenues have enabled the college to add staff, increase the number of sections available to students, add programs, and improve facilities (see charts below).

Staffing Increases from Fall 1996 to Fall 2001



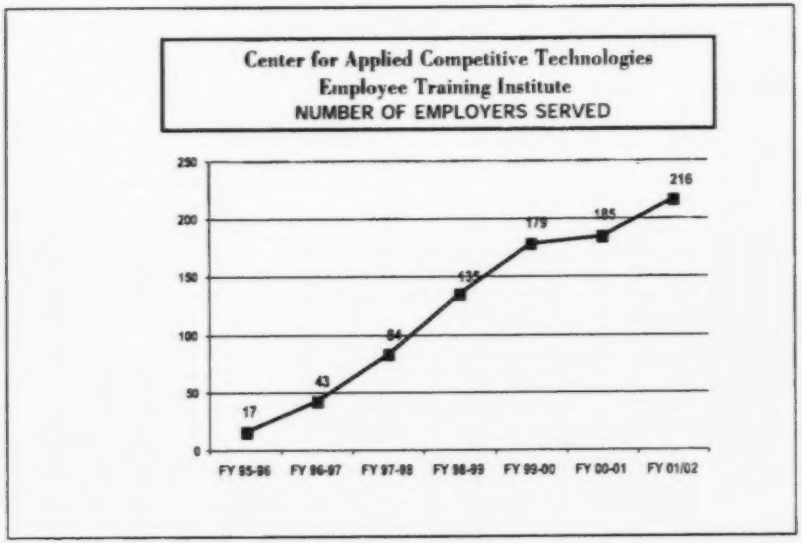
Santa Clarita Community College District
Academic Programs and Services

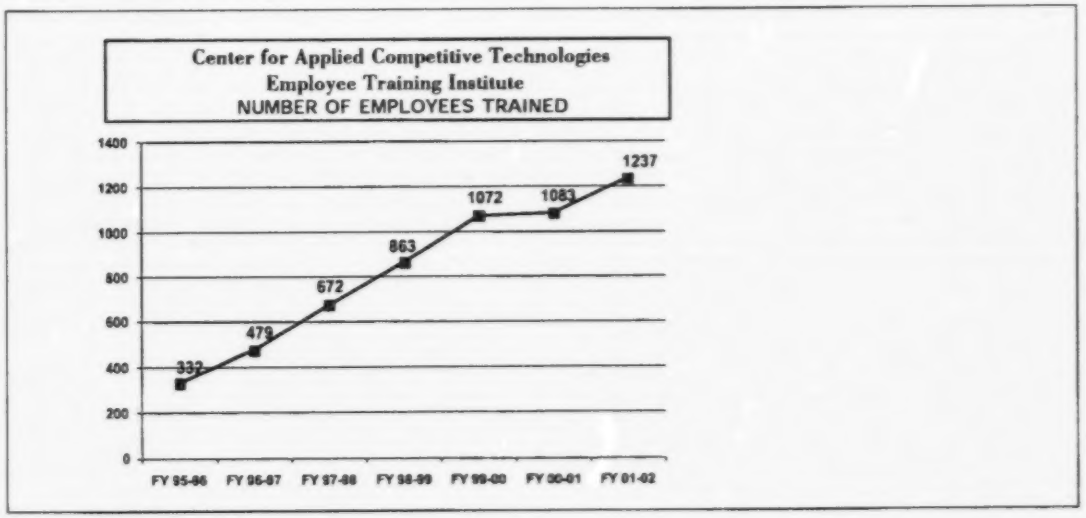


Growth in number of sections has been driven by enrollment demand for access.

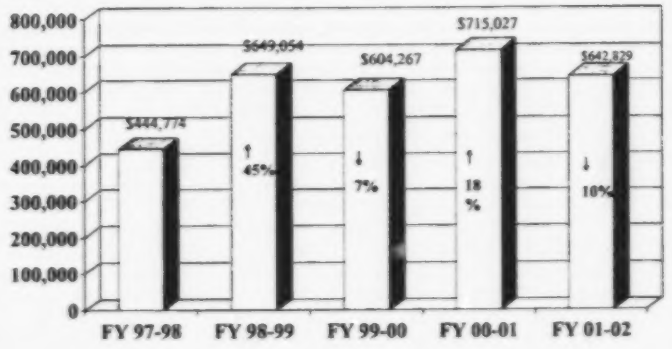
In addition, the district has increased its resource base in numerous other ways. Six major strategies have included increasing revenue through grant writing, supporting the College of the Canyons Foundation to increase dollars generated to support college programs, developing partnerships to offset costs, developing training partnerships with business and industry, developing an international student program, and implementing changes in state formulas.

Relative to partnering with business and industry, College of the Canyons recognized that the support we need to serve this community comes because we have done so, and we are credible, flexible, and responsive. To that end, the college, through the leadership of the Dean of Economic Development and the support of the Superintendent/President, has developed training initiatives with local businesses and has become the local employer's trainer of choice. What started as a modest group of employers in 1995-96 has grown significantly over five years time. The employers served continue to increase, as do the revenues from this initiative (see charts below).




Center for Applied Competitive Technologies
Employee Training Institute
NUMBER OF EMPLOYEES TRAINED
1400
1200
1000
800
600
400
200
0
332
479
672
863
1072
1083
1237
FY 95-96
FY 96-97
FY 97-98
FY 98-99
FY 99-00
FY 00-01
FY 01-02

Center for Applied Competitive Technologies
Employee Training Institute
CONTRACT EDUCATION AND GRANT REVENUE



In addition, these relationships have resulted in the development of a number of partnerships that have saved the district money via the establishment of training sites for district programs at no cost to the district. These include:

- Valencia Learning Center
- Manufacturing Education Center
- Nursing College at Henry Mayo Newhall Memorial Hospital

At the same time, and in support of our efforts to be responsive to working with business and industry, the college hired a full-time grant writer in 1999, trained staff across the campus, and has been successful in increasing annual grant revenue from $90,000 per year in 1994-95 to over $2.1 million in 2001-02 (see Grant Chart below).

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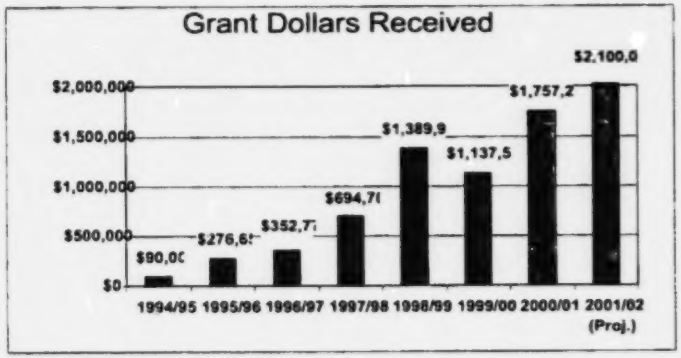
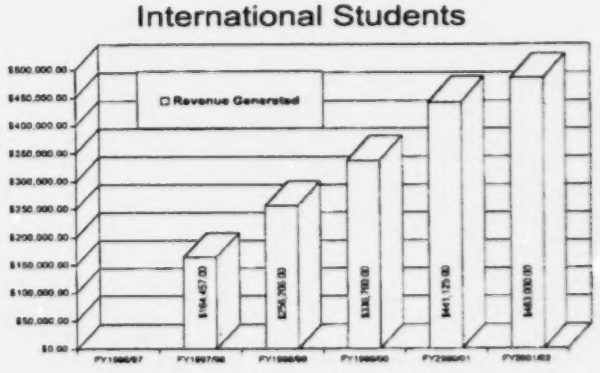
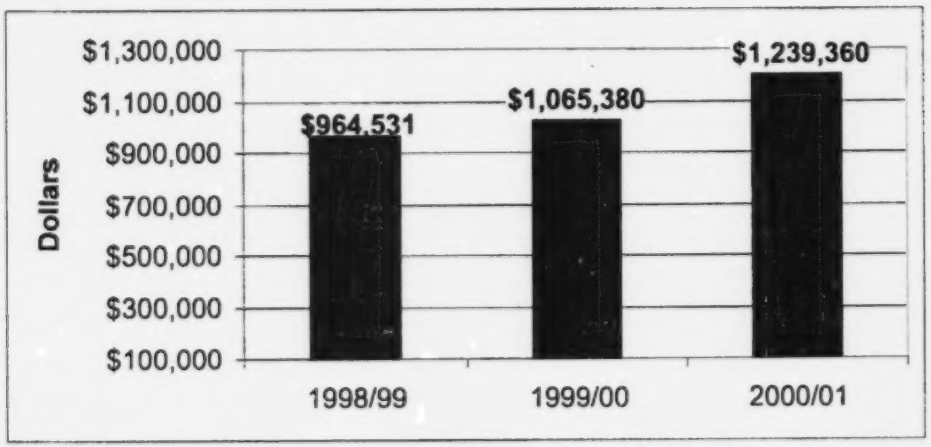


An International Student Program was initiated in 1997-98 as an effort to internationalize our campus, promote curriculum development, enhance cultural awareness, develop training partnerships abroad, and expand opportunities for our students to study abroad. As can been seen in the chart below, our efforts have been successful. The program not only pays for all costs, but, returns $150,000 to the district's budget each year.



Under the leadership of the Superintendent/President and Foundation Executive Director, Foundation revenues have also increased substantially since 1990. The following chart illustrates increases in Foundation revenues since 1998:



Currently, the Foundation is spearheading a $10 million capital campaign to raise funds for the University Center at College of the Canyons. In addition, the benefits of our Foundation continue to amaze us as the Foundation has funded:

- The Cougar Den ($250,000)
- Athletic Expansion ($240,000)

The college looks to all sources to increase its revenue and is aggressive in doing so. The more revenue we attract from a variety of sources, the greater flexibility we have. Our ability to invest in opportunities is maximized and we are positioned to access revenues as they become available. An additional source of revenue has been accessed, as the Superintendent/President has been instrumental in influencing changes to state formulas and policy as follows:

- addition of 2 percent allowance (added to project cost) for construction manager on State funded projects
- addition of FTES in new facilities as an element of growth funds

- passage of AB2007 which allows a district to cooperate with another K-12, community college, UC, or CSU and build facilities on property which it does not own
- Addition of gift annuity option for community college foundations

In response to the state's Budget deficit of 2001-02 and above-average growth in the community college system, the district took a proactive stance by immediately coordinating with management and staff to identify budget savings in the amount of $3.6 million. Since the district has developed a relationship with staff based on trust and respect, the process was a cooperative one. These savings were accomplished by identifying unspent funds and determining if they could be eliminated or delayed. For example, the district delayed hiring, delayed or eliminated supply and equipment purchases, offset expenditures through grant and categorical funding, as appropriate, and offset $1.2 in millions district match for scheduled maintenance by replacing it with recently issued General Obligation bonds for a purpose already pre-designated. Because the district was already fiscally sound, it had the flexibility to incorporate these measures while still maintaining a good financial position. The district has always been responsible in its budget process and has parameters built in to provide checks and balances for fiscal emergencies such as these.

The district recently reaped the benefits of having planned ahead for financial emergencies or unforeseen occurrences. Schedule maintenance has been a priority and the district has strategically requested and received enough funding to complete scheduled maintenance projects ahead of schedule. The same is true of staffing with the district 13% ahead of state required full-time faculty hiring. The advance planning is the result of a Superintendent/President with vision and foresight placing the district in a good position for the future.

Self Evaluation:

The district is committed to maintaining a six percent reserve as required by the Board of Trustees. In addition, monthly financial reports are submitted to the board, and quarterly reports are submitted, as required, to the State Chancellor's Office. Through rigorous planning and sound financial management, the district has remained solvent over its entire history.

The district developed a risk management approach as a result of a self-evaluation (Reference 9.13).

Planning Agenda:

None.

Standard 9 References

9.1 Beyond the Year 2000: College of the Canyons Strategic Plan
9.2 Toward the Year 2000: College of the Canyons Strategic Plan, Fall 1996
9.3 Educational and Facilities Master Plan
9.4 Technology Master Plan
9.5 Five Year Capital Construction Plan
9.6 Five Year Scheduled Maintenance Plan
9.7 Decision-Making at College of the Canyons
9.8 Budget Development Guide
9.9 Accreditation Surveys: Administrators, Managers, Supervisors, Faculty and Staff
9.10 2000/01 Audit Report
9.11 CCFS 311Q Quarterly Financial Report
9.12 Associated Student Government Constitution
9.13 Santa Clarita Community College District Risk Management Self-Evaluation
9.14 Risk Management at College of the Canyons
9.15 Managing Enrollment, Matching Mission and Resources: An Update on Enrollment Management, Its History and Progress at College of the Canyons, October 28, 1998
9.16 Risk Management: Checks and Balances

Standard 10

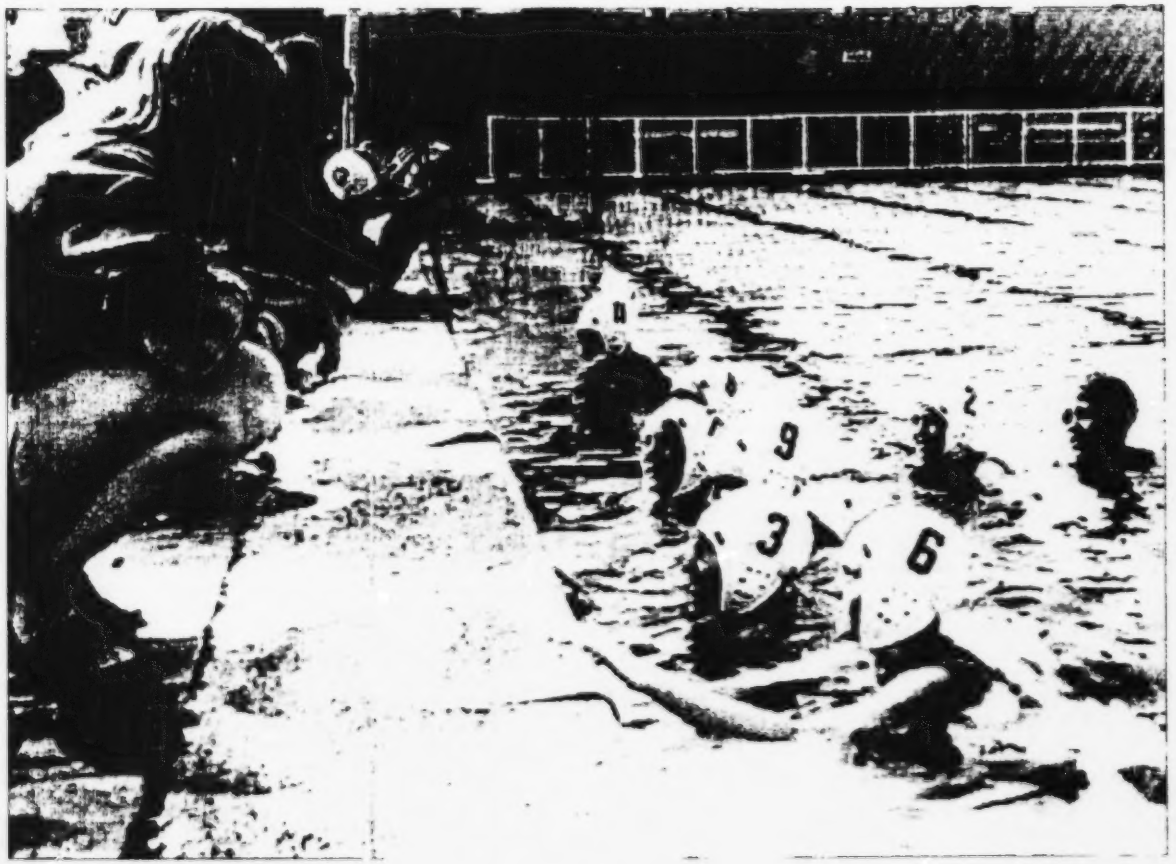


Photo by Elroma David "Chlorine on the Mind"

Governance and Administration

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The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students and facilitate effective communication among the institution's constituencies.

A. Governing Board

A.1. The governing board is an independent policy-making board capable of reflecting the public interest in board activities and decisions. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary:
Board Policy #108 (Ref. 10.1) stipulates that five numbered seats, at-large trustees, are elected by the citizens of Santa Clarita to serve four-year terms. Elections for two of the seats are alternated with elections for the other three seats. Thus, in November 2001 seats one and three were under consideration. This alternating of seat elections fosters the smooth management of the college by Board members with experience.

The community-wide numbered seats approach is well suited to the district. Our Board of Trustees perceives itself as a nonpartisan, apolitical entity; this perception is reinforced in several ways. Special interest groups are absent from election proceedings. At the same time, Board membership is not hampered by financial constraints. Campaign costs have never exceeded $500, and most of the expense involves potential trustees' ballot statements. All qualified candidates have equal potential to seek and gain office on the Board.

Board Policies #108 and #109 (Ref. 10.1) also call for a student trustee to be elected by the Associated Student Government (ASG) for a one-year term. The student trustee casts an advisory vote on agenda items, but does not participate in closed sessions or personnel matters.

A.2 The governing board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the board-approved institutional mission statement and policies.

Descriptive Summary:
Board Policy #102 (Ref. 10.1) addresses the Board's primary functions, which include approval of curriculum, financial, and personnel issues. To facilitate academic excellence, the Board of Trustees maintains established hiring standards and Board policy and ultimately approves the hiring of all instructors, administrators, and classified personnel, per Board Policies including #102, and #296, #301, and #302 (ref 10.1). Since 1998, the Board has approved 109 new instructors for full-time positions. In accordance with state law, the Academic Senate's Curriculum Committee manages curriculum changes. These are approved by the Vice President of Instruction, the

The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students and facilitate effective communication among the institution's constituencies.

Superintendent/President, and ultimately the Board of Trustees, per Board Policy #102-O (Ref. 10.1).

The Board of Trustees is kept apprised of the college's growth, outcomes, development, and issues in numerous ways. Regularly, trustees are provided information on current issues, new activities, and program changes in communications from the Superintendent/President and in Board meetings via information and action items. Trustees are active in attending college functions and in representing the Board's support of what the college does in the community. The Superintendent/President and Board President confer to compose Board meeting agendas. The trustees chair public study sessions on selected items, such as the management of resources acquired through a recent bond measure. Per provisions of Prop. 39, the Board of Trustees approved an oversight committee to monitor expenditures and accounting generated by Measure C.

A.3 The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing board regularly evaluates its policies and practices and revises them as necessary.

A.4 In keeping with its mission, the governing board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.

Descriptive Summary:
Trustees' duties are outlined in the Board Policy Manual, section #102 (Ref. 10.1). These duties include, but are not limited to, budget and audit considerations, the facilitation of student matriculation, and the supervision of administrators. Board Policy #106 (Ref. 10.1) addresses the mechanics of policy-making by the trustees, and directs the Superintendent/President to implement these policies. The Superintendent/President is evaluated yearly. In turn, evaluations by the Superintendent/President of other administrators are shared with the Board each year, and merit-based salary and contract decisions are made in consort with these evaluations. The Board of Trustees meets with finalist for senior management positions as recommended by the Superintendent/President when such vacancies occur.

A.5 The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the governing board are clearly defined and published in board policies or by-laws. The board acts in a manner consistent with them.

Descriptive Summary:
Particulars on the Board of Trustees' operation, composition, and ethics are addressed in Board Policies #102, #142, and #145 (Ref. 10.1). When necessary, the Board holds retreats to assess its practices. Board Policy #147 (Ref. 10.1) addresses the need for the Board to evaluate its own activities. In recent years, the Board has opted for an ongoing, continual evaluation of its activities, rather than a formal annual evaluation.

A.6 The governing board has a program for new member orientation and governing board development.

Descriptive Summary:
The orientation and professional development of trustees are addressed in Board Policy #152 (Ref. 10.1). However, since the same group of trustees has served for the past four years, orientation has not been necessary during this period. Meetings with administrators, classroom visits, and attendance at award ceremonies, athletic events, and Scholarly Presentations are some of the ways in which trustees gain knowledge of the college. Board members are invited to attend campus events and have, on occasion, attended the President's Advisory Council on Budget (PAC-B) meetings as observers. In addition, Board members occasionally attend meetings of the Academic Senate on a rotating basis.

The cumulative experience of the Board members is substantial, and the Board benefits from active participation in state and national trustee associations, workshops, and activities. One of the college's current Board members is on the governing board of the California Community Colleges Trustee Association, and she serves as a conduit of information from the state and Board of Governors while impacting policy development as appropriate.

A.7 The board is informed about and involved in the accreditation process.

Descriptive Summary:
The Board of Trustees has participated in the accreditation process, as evidenced by the membership of two trustees on accreditation subcommittees #9 and #10. Board members are provided with draft copies of the accreditation report prior to its final compilation and publication.

Self Evaluation:
College of the Canyons is fortunate to have a Board of Trustees that is composed of members who are committed to the future and success of the college. Their experience, knowledge of community college functions, and community visibility serve the college well. It can be said that Board members have an excellent rapport with faculty, staff and administration and are viewed in a very positive manner by the college community. The Board also has an excellent working relationship with the Superintendent/President and a great deal of mutual respect is evident. Likewise the Board members work well together and communication between Board members is open, cooperative and positive. In addition, each Board member is an active participant in community activities and events, which gives them an excellent avenue to act as a channel of communication between the community and the college.

The Board of Trustees annually evaluates and assesses its own performance and is well prepared to describe the role of the Board. While individual Board members may, on occasion, have an issue they feel particularly strong about or have related expertise, the Board works together to take action as a whole. Even though all Board members are currently experienced and have served multiple terms, the Board is concerned that they continue to honor their self-assessment processes including their annual workshop and self-evaluation instrument.

Planning Agenda:
Recommend that the Board review Policy #147 (Ref. 10.1) to determine whether the policy should be made less specific or implemented more fully.

B. Institutional Administration and Governance

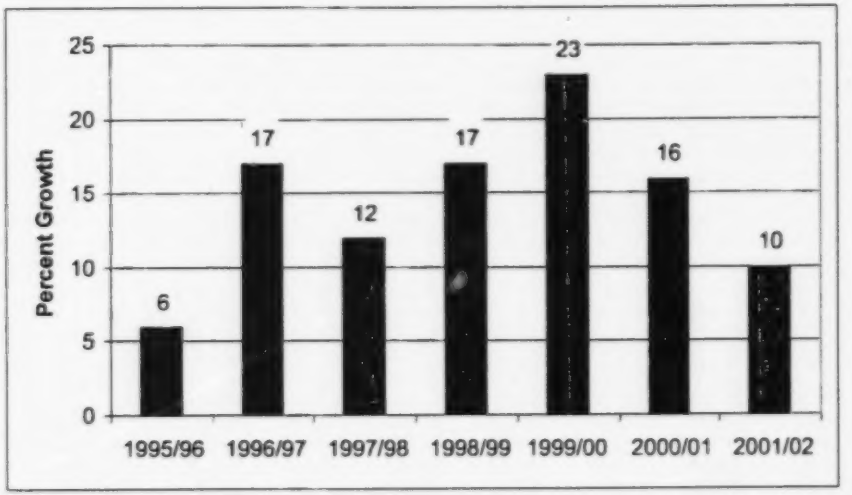
B.1 The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

Descriptive Summary:
Since the last accreditation, the Superintendent/President has continued to co-chair the College Planning Team and the College Policy Council.
The following have occurred:

- The guide, Decision-Making at College of the Canyons (Ref. 10.2), has been re-written, committees restructured, and governance relationships clarified.
- The Strategic Plan (Ref 10.3) has been reviewed every 2-3 years and goals reviewed, added, and deleted.
- An annual planning process (program review) has been instituted for academic departments and a non-instructional program review format completed for use by other campus-wide departments. This includes projections of staff, budgeting, and facilities needs, as well as plans for changes in services, curriculum, or structure.
- The organizational structure is aligned and redesigned as needed to accommodate double-digit growth each year.
- An Educational and Facilities Master Plan (Ref. 10.4) was completed in order to provide the framework for developing funding strategies, maximizing growth, and serving our enrollment.
  - The Technology Plan (Ref. 10.5) was updated twice and remains current.
  - A new Professional Development Model has been implemented.
  - A bond measure was passed.
  - Plans are implemented each year to add staff, programs, and services.
  - The CEO:
    - Has a global view of the Community Colleges by serving on the CEO Board of Directors for twelve continuous years;
    - Has been recognized for system/institutional leadership numerous times in the last seven years by statewide organizations:
      - Inducted into the Long Beach City College Hall of Fame,
      - Recipient of the 4CSD award for Outstanding Leadership in Staff and Organizational Development,
      - Recipient of the Network for Community College Foundations Presidential Leadership Award,
      - Recipient of the 2002 Newsmaker of the Year Award;
      - Provided leadership in the development and expansion of the research and analysis functions that underscore effective planning at COC;

- Annually assesses the impact of the past year's efforts as well as the cumulative impact on achieving the Vision and Strategic Plans which have resulted in:
- Financial stability and flexibility
  - Exceeding our established target for full-time faculty hiring by 33 percent
- Meeting and exceeding double digit enrollment targets in six of the last seven years (averaging 16 percent per year; see chart)

Actual Funded FTES Growth.



- Expanding the organizational structure to meet student and community demands
- Establishing dozens of partnerships to meet the needs of the local community
- Creating a climate of innovation on campus
- Evolving into a leading technologically oriented institution
- Initiating exemplary professional development programs for all staff
- Enhancing the strong sense of "community" and celebration on campus
- Promoting a strong sense of collegiality and a positive working environment
- Creating a fun place to work

Self Evaluation:

The CEO maintains an effective and tenacious relationship with the State Chancellor's Office. The stability and long term tenure of the current CEO has allowed the college to succeed in meetings its goals. The CEO's style is optimistic, supportive, energetic, open, flexible, accountable, big-picture-oriented, and can-do. She is committed to the college, its staff, and its students, and actively supports a campus climate that attracts and retains qualified staff and dedicated students while promoting innovation, development, and resourcefulness.

Planning Agenda:
None.

B.2 The institutional CEO effectively manages resources, implements priorities controlling college budget and expenditures, and ensures the implementation of statewide regulations and board priorities.

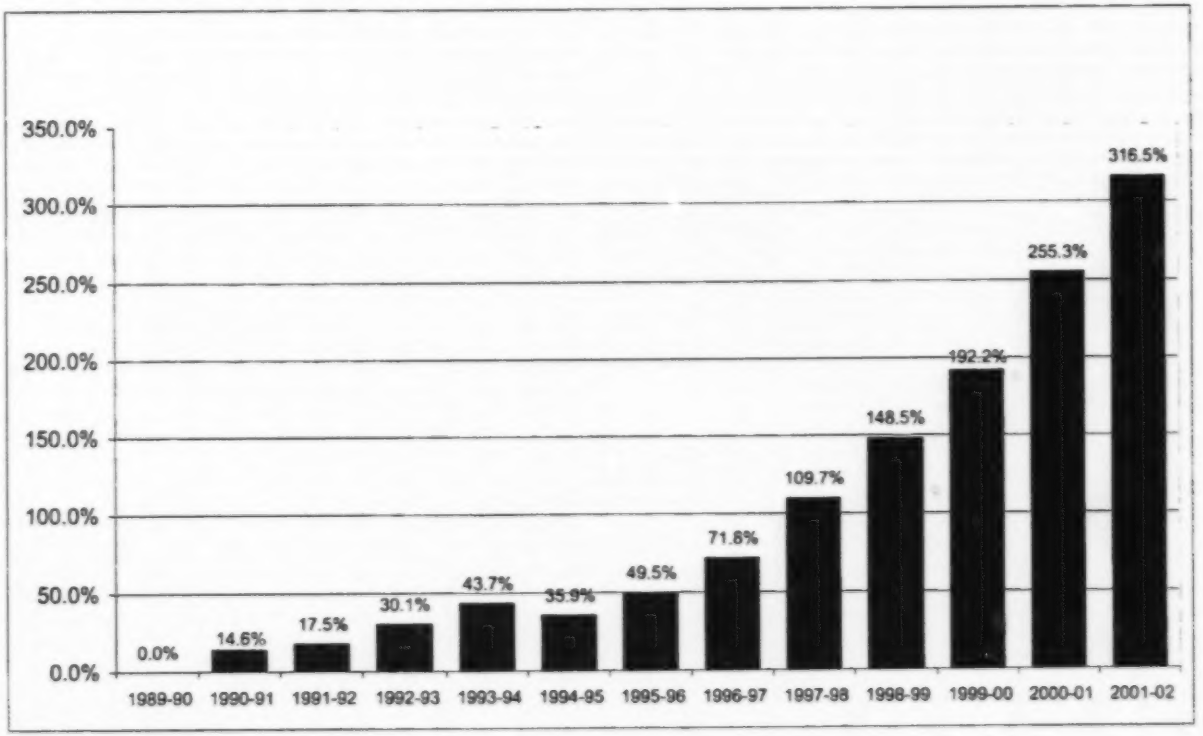
Descriptive Summary:
The CEO is well-versed and highly experienced in the area of resource management and provides clear leadership in the implementation of state and college policies. The CEO:

- has stepped in as CBO three times in the last seven years;
- uses her knowledge of finance and budget to influence formulas and state resources to the benefit of our district;
- monitors budget expenditures monthly via reports and Executive Cabinet meetings and holds other administrators accountable for doing the same;
- receives PAC-B recommendations, and makes recommendations for adoption to the Board;
- initiates and supports the development of a tentative budget in May so the college can do its work in a timely way;
- distributes and discusses policy and legislative initiatives as well as finance information on a regular basis with the entire college community, committees, and her administrative team;
- provides advisory guidance to the Board of Trustees via study sessions and regular Board meetings;
- is active in the fundraising efforts of the Foundation (including providing leadership to the current University Center Capital Campaign;
- pursues and promotes external resource generations, partnerships, and cost savings;
- networks with other college CEOs to avoid duplication of effort and get beyond perceived barriers with ease.

Self Evaluation:
The above leadership and financial activity has resulted in:

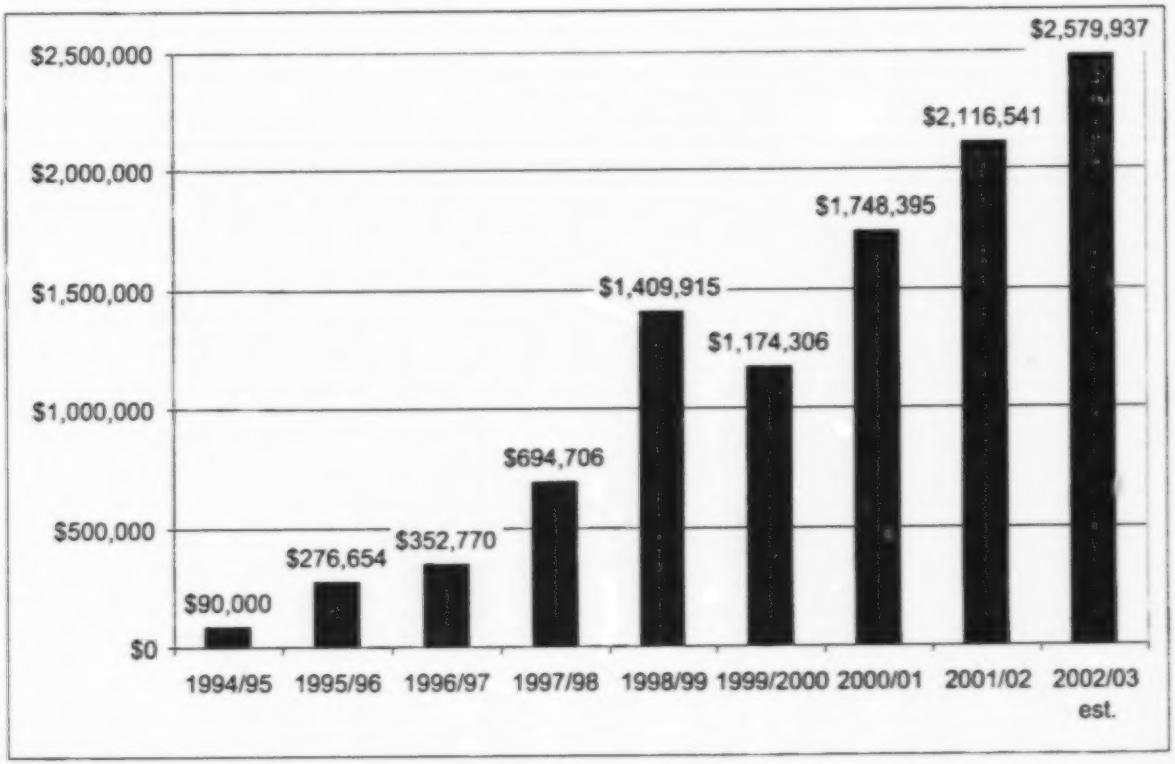
- an increase in state apportionment revenue of 173 percent over the last seven years (Ref. 10.6; see chart);

Growth in General Fund Unrestricted Revenue: 1989/90 to 2001/02



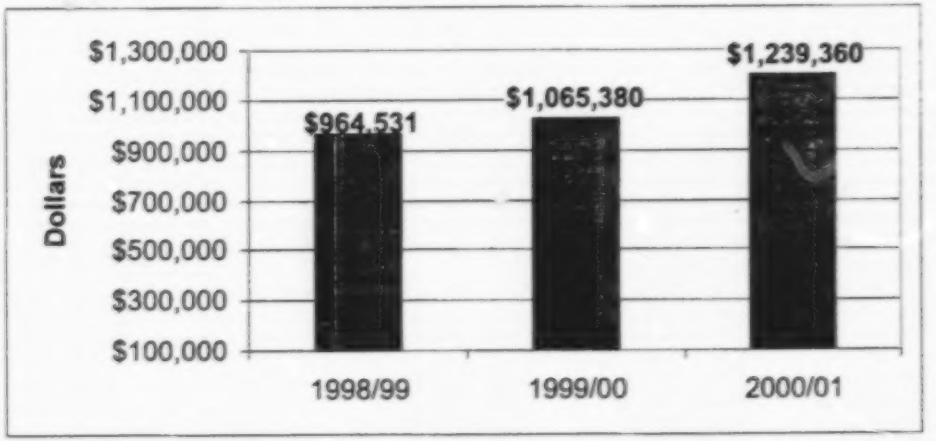
- an increase in grant revenue of 1852 percent since 1994 (Ref. 10.7; see chart);

Grant revenue increase: 1994/95 to 2002/03.



- an increase in Foundation revenue of 70 percent (Ref. 10.8; see chart) since 1996;

Foundation Revenue: 1998/99 to 2000/01.



- continued efforts to explore asset management and income generating projects.
- the development of numerous community partnerships that either offset costs and/or generate revenue to the district.
- Creation of the college's reputation as a fiscally stable organization that, as the third largest business in the Santa Clarita Valley, is a major player in the valley's economic development.

Planning Agenda:
None.

B.3 The institution is administratively organized and staffed to reflect the institution's purposes, size, and complexity. The administration provides effective and efficient leadership and management which makes possible an effective teaching and learning environment.

Descriptive Summary:
The 85 percent growth in student population achieved by the college since 1996 has been both the context within and a major variable impacting both its structure and functioning. Since the growth of the college has been well planned, strategic, and systematic, the college has been able to develop the administrative structure to facilitate, maximize, and support its expanded scope and breadth. Departmental three-year plans include projections for additional staff to support program and service expansion at the department level.

Similarly, the administrative structure is modified and easily adjusted to enable the college to manage the day-to-day business of the college, plan for the

future, and provide the leadership needed to enable it to continue to meet the community's and college's needs as its complexity, purpose, and size changes. At an average growth rate of 16 percent per year for each of five years in a row, changes occur as they are needed, which is frequently and regularly. The college's flexibility to adapt quickly provides opportunities for staff to learn new skills, apply them in the workplace, and grow and develop on the job. Given that colleges are learning institutions, College of the Canyons is demonstrating, through our structure, what we are promoting to our public.

In consultation with the appropriate constituencies, the college adjusts its organizational structure to meet the needs of a fast growing district with resulting complexity. Major changes that have occurred since 1996 are reflected in the organizational charts and include:

- the temporary replacement of the position of Vice President of Administrative Services with an interim Chief Business Officer and the reclassification of Dean of Business Services to Director of Fiscal Services;
- the upgrading of the position of Assistant Dean of Institutional Development to Executive Dean of Institutional Development and Technology;
- the realignment of the reporting of CIS and Networking to enhance the coordination of both the Management Information Systems function and the education technology departments under the position of Executive Dean of Institutional Research and Technology;
- the implementation of a Division Dean structure in the Instruction area;
- the upgrading of the classified director of student activities to Assistant Dean of Student Development and Retention;
- an expansion of the scope, staffing levels, and duties of the Public Information and Marketing Office;
- the addition of a full-time grant writer who reports to the Executive Dean of Institutional Development and Technology;
- the upgrading of associate dean of instruction to Dean of Instruction and expansion of scope responsibilities to include the coordination of schedule development, publications, and catalog and curriculum development;
- the creation of the position of Dean of Economic Development;
- the separation of the payroll department from Human Resources;
- the addition of an office of Professional Development and a full-time coordinator;
- the creation of a student business office, a full-time matriculation director position, articulation officer and transfer center coordinator, and International Student Program director;
- the expansion of director-level faculty positions (director of nursing and director of child development center) to assistant dean positions;
- the expansion of the technology center from two part-time persons to eight full-time and four part-time employees;

- the addition of a facilities project director to oversee details associated with facilities planning of the Measure "C" funded projects.

The full-time administrative Division Dean positions noted above were created to replace faculty Division Chairs. Department Chair positions and responsibilities were formalized to ensure that instructional departments were more effective. An evaluation of the reorganization will be performed in 2002.

In addition to these major structural changes, as a part of their annual planning processes, the department leaders recommend changes to job descriptions, reclassifications, and cross-functional relationships with other departments that are designed to enhance effectiveness and their ability to move forward with the college's Strategic Plan.

Administrators are actively involved in leadership in the state. In recent years they have been involved as officers, board members, and/or presidents and other capacities of the following organizations:

- California Community Colleges Chief Executive Officers Board of Directors
- Commission on Athletics Board of Directors
- California Community Colleges Admissions and Records Officers
- Chief Student Services Officers Board
- Chief Instructional Officers Board
- Chief Human Resource Officers Association
- California Community College Council on Staff Development
- Association of California Community Colleges Administrators
- California Community Colleges Student Financial Aid Administrators Association
- California Association of School Business Officials
- Community College Public Relations Organization
- California Community College Student Affairs Association
- Research and Planning Group
- Learning Resource Association of California Community Colleges

In addition, administrators serve on over three dozen community boards/task forces, and give back to our local community in numerous professional and personal ways.

Self Evaluation:

The college's average 16 percent yearly growth rate has necessitated continual development of the administrative structure and its systems needed to support the development of the Educational Master Plan and serve our students. The college responds quickly and collaboratively to change its structure in order to meet the needs of its students, staff, and community.

As in all organizational change models, one change triggers another. The college's flexible nature, open-minded attitude, and commitment to teamwork and leadership are acknowledged by staff as creating a climate that enables the college to be successful, stay current, and get ahead of the next curve. Administrators are entrepreneurial in nature, committed to partnerships (on and off campus), dedicated to their professions, committed to professional growth, demonstrated risk-takers, and innovators. As such,

the college has an obligation to support a structure that supports them to do the best they can, to evaluate and adjust the structure, and to do what works for the college, its programs, and the community. This is accomplished through systematic program and staff evaluation, staff development, leadership training, adjustments to the organizational structure's work units to take advantage of opportunities, and department- and college-wide planning processes.

The college continually evaluates, adjusts, supports, and evolves its structure as needed to support excellent teaching and learning and a responsiveness to the community's needs. This evaluation is an integral part of the college's commitment to comprehensive planning and the annual review process. In Fall 2002, the college will be conducting an evaluation of the Division Dean organizational structure. A continuing evaluation of the Department Chairs and responsibility is conducted through the collective bargaining process. Evaluations take place when a vacancy occurs.

Presently, the Assistant Superintendent/Administrative Services position is vacant. An interim appointment has been made to ensure that this position's responsibilities are carried out with the Superintendent/President's involvement and support. The Superintendent/President is undertaking a comprehensive evaluation of the administration of business services and facilities management. At the conclusion of this review, appropriate changes to administrative positions will be developed and these positions will be filled.

Planning Agenda:
None.

B.4 Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined and published.

Descriptive Summary:
A review of professional resumes, performance, and experience reveal that administrators are highly qualified to perform their responsibilities. The published job announcements clearly state the required training and experience needed for each position. Upon being hired, administrators are given written contracts published in Board agendas. The Superintendent/President and each administrator's immediate supervisor evaluate each administrator yearly and review the accomplishments of each administrator focusing on:

- Highlights of the professional development activities engaged in during the past year (self-initiated or institutionally-supported);
- Highlights of any responsibilities assumed which may be unique or vary from what is in their job descriptions;
- An evaluation of the degree to which they have pursued and/or completed approved year objectives for the past year;
- A brief summary of activities relative to community/civic participation, recognition received, or leadership provided to state and/or local entities;

- A list of objectives to pursue in the following year;
- A description of any help needed from the college or Superintendent/President to enable the administrator to achieve his/her objectives;
- A description of anything the administrator is having difficulty with or needs to be looked at;
- Input as to the overall workability and quality/effectiveness of departments supervised.

In addition, each administrator is asked what support he/she needs to be more successful as goals are developed for the next year (see Ref. 10.15).

The result of each evaluation may be reflected in merit pay and/or a new reclassification of responsibilities and/or change in job title and scope of responsibilities. Contracts reflecting these changes are approved on the Board agenda as part of the public meeting.

Self Evaluation:
When a vacancy occurs, a review of the position is always performed in light of the changing needs of the college district. As the job announcement is prepared the required job descriptions and qualifications are reviewed.

Planning Agenda:
None.

B.5 Administration has a substantive and clearly defined role in institutional governance.

Descriptive Summary:
The district has a substantive and clearly defined role in institutional governance published in Decision-Making at College of the Canyons (Ref. 10.2), which details the role of all campus constituencies, including administrators and the Board of Trustees, in institutional governance.

Self Evaluation:
Decision-Making at College of the Canyons (Ref. 10.2) is the result of a review conducted by the College Planning Team every three years. The most recent revision was completed in 2001-2002. It is widely distributed and made available as a reference document to all staff.

Planning Agenda:
None.

B.6 Faculty have a substantive and clearly-defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel, and other institutional policies which relate to their areas of responsibility and expertise.

Descriptive Summary:
Decision-Making at College of the Canyons (Ref. 10.2) clearly details the role of the faculty in governance. The Academic Senate has a legal role in the areas mandated by State of California Statute (AB1725) and the district's Board Policy Manual (Ref. 10.1). The Academic Senate takes a leadership role in the development of curriculum, instructional policies, and the writing of specific procedures re-

garding faculty such as hiring, tenure, and evaluation policies. The College of the Canyons Faculty Association (COCFA) ensures that the policies and procedures related to wages, hours, and working conditions are observed and codified in a formal contract.

Self Evaluation:
See section B5.

Planning Agenda:
None.

B.7 Faculty have established an academic senate or other appropriate organization for providing input regarding institutional governance. In the case of private colleges, the institution has a formal process for providing input regarding institutional governance.

Descriptive Summary:
The college has had an academic senate since the late 1980's. The role and make-up of the Academic Senate are defined in its constitution. It provides input regarding institutional governance on a regular basis through collegial consultation and formal representation at the Board of Trustees meetings and has a place on the agenda. The constitution (Ref. 10.9) was reviewed and rewritten in 2001 to reflect the changes in the college's organizational structure.

Self Evaluation:
The current structure and organization of the Academic Senate works well to serve the needs of the faculty to have an effective means for providing institutional governance.

Planning Agenda:
None.

B.8 The institution has written policy which identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning and special purpose bodies.

Descriptive Summary:
Board Policy #345 (Ref. 10.1) specifies and delineates the role of faculty in participation in governance. Decision-Making at College of the Canyons (Ref. 10.2) makes this role explicit. The Academic Senate provides faculty representation on the following committees: PAC-B, College Council, College Planning Team, tenure committees, Facilities Master Plan Task Force, Technology Committee, Educational Technology Committee, and hiring committees, to name a few.

The Academic Senate maintains an office with a full-time Administrative Assistant. Officers as well as some committee chairs are provided reassigned time for committee assignments. The faculty is well represented on campus committees.

Self Evaluation:
The Decision-Making Guide is reviewed every three years by the College Planning Team to incorporate changes that will enhance the functioning of the governance structure. The Guide was last reviewed in 2001-2002, and changes made to both the scope of the committees' responsibilities, their connection to the planning processes, and their coordination

with each other. No other major changes have occurred since that time.

Planning Agenda:
None.

B.9 The institution clearly states and publicizes the role of staff in institutional governance.

Descriptive Summary:
Based on Board Policy #245 (Ref. 10.1) and Decision-Making at College of the Canyons (Ref 10.2), the institution clearly states and publicizes the role of staff in institutional development.

The Classified Coordinating Council was established as a part of the collegial consultation process in 1989-90. Over the years, the Council has been involved in participating in recognition activities and events for classified staff. The Council is a non-political entity of the college established to promote communication between administrative and classified staff. Although no longer active on a membership basis, the Council continues to participate in classified appreciation activities, such as Classified Appreciation Week, social activities such as coordinating a college day at Six Flags Magic Mountain, and an annual food and clothing drive for the homeless.

The California School Employees Association (CSEA) is the exclusive collective bargaining representative for the classified staff. Leaders are elected and serve a one-year term of office. Through CSEA and the Classified Coordinating Council, classified staff may be appointed to collegial consultation committees, such as the President's Advisory Committee on Budget (PAC-B), the Professional Development Committee, and the College Planning Team, representing the views and interests of classified employees. Both groups work to provide visibility and broaden communications among classified staff, faculty, and administration, and strive to achieve formal and informal consultation on matters that impact staff.

Classified staff members of the local CSEA chapter were the first active campus participants in the CFIER interest-based collective bargaining process, an effort that has been in place for several years. Both the district and CSEA participants on the CFIER team engage in training and work to utilize acquired communication skills and techniques in discussing and bringing to closure views and interests pertinent to both parties. In addition, the CSEA contract provides for a CSEA Liaison Committee through which members of the bargaining unit and members of the management staff may meet with the Superintendent/President on an as needed basis to identify areas of concern that can be worked out before they become problematic.

The district has been actively encouraging classified staff participation on collegial consultation committees. The classified staff have opportunities to serve on every college committee in the governance structure. Staff input through the President's Advisory Council on Budget (PAC-B) enables the classified staff to have an active part in the preparation of budget recommendations. With the implementation of Assembly Bill 235 chaptered into law effective January 1, CSEA, as the exclusive representative,

will be the sole classified organization to make classified staff appointments to collegial consultation committees.

Self Evaluation:
The classified staff have opportunities to participate in all aspects of college governance. They are exclusively represented by CSEA for the purpose of collective bargaining and have, in the past, shared representation with the Classified Coordinating Council on collegial consultation committees. With the implementation of the provisions of California State Senate Bill 235 (California Education Code §70901.2, effective January 1, 2002), the role of the Classified Coordinating Council will be changing. The Council will remain active in social and charitable activities for classified staff and the community at large, while CSEA will be taking on responsibilities as mandated by state law with regard to collegial consultation. Both groups will continue to complement each other and will draw membership from a common source of classified staff.

Since 1999, 114 classified staff have been added to the college in order to meet the demands of the institution's growing student population. While the college has not achieved ideal levels of staffing to date, the institution continues to consider and add additional staff as resources permit. Staff growth has increased at a rate faster than the student population increase.

Heavy workload demands on the college staff, due to an ever-increasing student population and the ever-changing nature of work, cause staff frequently to feel they cannot afford to take time away from their jobs to participate in formal college governance activities and events. Since every department of the college is involved in serving students in one regard or another, all staff are impacted by student demands at one time or another throughout the academic year.

Planning Agenda:
Update Board Policy and procedures, and the decision-making guide (Ref. 10.2) to reflect changes in California law relative to the appointment to and participation on collegial consultation committees with respect to classified staff.

B.10 The institution clearly states and publicizes the role of students in institutional governance.

Descriptive Summary:
Student input regarding the impact of policies and procedures on student access and success is made possible through active participation on college committees and through the Associated Student Government (ASG).

The Associated Student Government is just one way students can participate in collegial consultation. Since the last accreditation, the Board recognized the importance of the Associated Student Government's role by upgrading the full-time advisor, who was a classified manager, to a dean's position, Assistant Dean, Student Development and Retention. In addition, a classified specialist was also hired, in part to provide more support for and guidance in ASG and student clubs and organizations. The role of the assistant dean is to provide clear parameters within which the students can function and to encourage

their involvement in college governance. The ASG continues to contribute to student life on campus and to support student government and student activities as a part of the greater learning environment. The ASG is responsible for establishing membership criteria, electing their officers, developing their own budget, as well as undertaking a thorough program of activities and support for both day and evening students every year.

The ASG has taken a particularly active role in the Student Voter Registration Drive, participating in the Measure C Bond, seeing through the expansion and remodel of the Student Center, and maintaining a visible presence on college committees.

Students are encouraged to be a part of committees that enhance their success and to develop leadership skills by publicizing the role of the Associated Student Government in the Schedule of Classes, on the College of the Canyons web site, and in the College Catalog.

The ASG adheres to Board of Trustees policies (Ref. 10.1), its own constitution and bylaws (Ref. 10.10), and the Brown Act. It is a goal of the ASG to not only look at student concerns, but also to maintain focus on short term and long range college goals when establishing and representing students in the collegial consultation process. The student perspective can be heard and considered on district committees.

A student representative is appointed by the ASG to serve on the following committees: College Planning Team, Facilities Master Plan, Advocacy Team, Vocational Steering, PAC-B, Academic Senate, Curriculum, Enrollment Management, Health & Safety, Program Review, Matriculation, H.S./College Articulation, Parking/Security, Technology, Academic Calendar, International Students, Bookstore, Café, Cultural Affairs, Transfer Center, Financial Aid, Child Development, Scholarship, Extended Opportunity Programs and Services (EOPS), and Disabled Students Programs & Services (DSP&S).

A bi-annual meeting with the Board of Trustees and the ASG focuses exclusively on student matters. The agenda items focus on student concerns and ideas with the intention of creating solutions, developing programs, and inspiring vision. These are examples of changes since the last self-study that have resulted from collaborative efforts:

- Reinstatement of the football program
- Selection of a new bookstore vendor (Barnes and Noble)
- Selection of a new food service provider
- Establishment of a coffee kiosk
- Development of an ASG web site
- Support for Measure C
- Held a Blood drive after 9-11 events
- Changes in the grading policy--FW grade
- New parking lots
- Remodel of the student center

Self Evaluation:

The collegial consultation process guarantees that students have an avenue to voice their concerns and participate in the college community's decision-making. In addition, the college administration has worked to ensure that students always know where they can go to ask questions and get answers. The

Superintendent/President meets frequently with student leaders and encourages students to visit her during open office hours and share ideas and suggestions, as well as to request additional information and clarification on college matters that impact them. While many students find it difficult to reserve the time to participate on committees, the college is fortunate to have involved student leaders who contribute to the college's operation, to the creation of a sense of community, and to effective communication between the Associated Student Government and departments and individuals on campus.

Student levels of activity and committee participation annually vary greatly, depending on the topic and the scope of the committee as well as on the priorities of the Associated Student Government. The college administration and Board of Trustees are committed to identifying opportunities for student involvement.

Planning Agenda:
None.

Standard Ten References

10.1 Board Policy Manual
10.2 Decision-Making at College of the Canyons
10.3 Strategic Plan
10.4 Educational and Facilities Master Plan
10.5 Technology Plan
10.6 State Apportionment Report
10.7 Grant Revenue
10.8 Foundation Revenue
10.9 Academic Senate Constitution
10.10 ASG Constitution and Bylaws

Supplementary Materials

10.11 Minutes of the Academic Senate
10.12 College of the Canyons Faculty Association Contract
10.13 Classified Coordinating Council Constitution and Bylaws
10.14 California School Employees Association Negotiated Agreement
10.15 Administrator's Evaluation Memo

"I saw that College of the Canyons won the state (golf) championships in 2000. I thought if I wanted to come to America, I should go to the best school."

Daniel Marsh -COC student and native of Perth, Australia
(Golf team with Marsh subsequently went on to win the State golfing championship in 2001)

Planning Summary

Photo by Sarah Vincelli "Contrast"

In order to provide for an effective and integrated response to our planning recommendations, we have related our planning agendas from each standard to the goals in *Beyond the Year 2000: College of the Canyons Strategic Plan*. This document contains strategic goals, which chart the planning initiatives of the college. As the College Planning Team examines this document on an annual basis, it provides the most expeditious location to place the "planning agenda" items from the foregoing self-study. These items will then be a part of the future plans of the college. The number(s) in parentheses indicate the standard from which the planning agenda comes.

Goal: TEACHING AND LEARNING
College of the Canyons will provide a positive environment and necessary resources to support excellent teaching and student access.

The New Faculty Orientation Committee will expand the training for new faculty to include a discussion of academic freedom. (2.2)

The Academic Senate will conduct a review of the college's statement on academic freedom during the 2002-2003 academic year. (2.2)

The college will provide more information to students regarding the PACE format and expectations of online and CTV courses. In order to increase retention rates, students must understand the overall time commitment and effort necessary to successfully complete these types of classes. Orientation letters sent to students enrolled in non-traditional classes before the start of the semester should be edited to include a brief description of the time demands and more self-directed and independent study nature of online and CTV courses. In addition, the Distance Learning Coordinator could assist in this process by providing additional direction to students. (4.D.5)

The college should create a process of curriculum approval for the not-for-credit areas of the college in order to coordinate, complement, and enhance communication between the credit and not-for-credit curricula. (4.D.6)

Implement findings of the mathematics and ESL department studies [re: placement tests]. (5.5)

Professional Development will work with the Director, Instructional Design and Distance Learning to determine the need for additional training for faculty interested in distance education. (6.4)

Goal: STUDENT SUPPORT
College of the Canyons will provide student support services to facilitate student success and maximize student opportunity.

Information on student-athlete academic success using college measures will be published and made available by the Office of Institutional Development and Technology. (2.7)

A formal course substitution process should be created to ensure standardization and equity for students attempting to meet discipline-specific associate degree requirements when they change. (4.A.3)

The ASG will become more involved in High School Outreach Programs through coordination by the Assistant Dean for Student Development. (10.B.10)

Goal: CULTURAL DIVERSITY
College of the Canyons will promote cultural diversity of the community, students and staff.

The college will incorporate new guidelines on staff diversity into the college's strategies for addressing diversity of its faculty, staff, and students once the Chancellor's Office issues them. (2.6)

The district will update its Faculty and Staff Diversity Plan in a timely manner consistent with state and federal statute. (7.D.2)

Goal: HUMAN RESOURCES
College of the Canyons will select and develop high-quality staff.

The college's professional development program will work with various groups (CSEA, COCFA, etc.) to develop workshops that inform faculty and staff of opportunities for participation in planning processes, especially related to financial issues. (3.B.3)

Complete the revision of the Academic Hiring Procedures for both adjunct and full-time faculty. (7.A.2)

Develop and distribute postcards to applicants in response to receipt of application materials. (7.A.2)

The Tenure Coordinator will develop a tracking system for the evaluation process and a system of prompts and reminders for evaluators and tenure committees. (7.B.1)

Provide workshops for administrators and orientations for employees regarding the evaluation process. (7.B.1)

The FLEX Calendar Program will include annual workshops that orient and educate faculty members in the techniques and processes of faculty evaluation. (7.B.2)

Offer more professional development opportunities in the area of monitoring budgets conducted by the Budget Coordinator. (9.A)

The district has identified the following areas for improvement and recommends implementation: support for grant and categorical coordinators and segregation of duties for the hiring process between payroll and human resources. (9.B)

The County will be installing Peoplesoft in 2003-04. The Payroll Department will continue to input "new hire" information. (9.B)

Goal: INSTITUTIONAL EFFECTIVENESS
College of the Canyons will evaluate progress made toward college goals on a continuous basis.

In response to the changing needs of the students and the community, the college will continue the practice of reviewing the Mission Statement on a regular and an as-needed basis. (1.1)

Include the Mission Statement as a part of the employment orientation process. (1.3)

Continue to review, and when appropriate, revise the Mission Statement via the College Planning Team on a bi-annual basis to meet evolving community needs. (1.4)

Provide presentations to all managers via the Management Advisory Council (MAC) and to faculty via Professional Development workshops to more broadly disseminate information about the publication development and review processes and to increase understanding of the purpose and value of these processes. (2.1)

An ongoing Accreditation Study Committee will be established by the college to more effectively respond to the college's third year review and new accreditation standards. (2.8)

The college will begin increasing the availability of Institutional Research Evaluation Briefs, Research Briefs, and reports to college staff and faculty by placing the documents on the Intranet and sending an all-campus email notifying staff and faculty when reports are placed on the Intranet. Additionally, the college's Profile Sheet and other commonly requested information will be made available on the college web site. (3.A.1)

The office will pursue additional sources of information to inform planning (e.g. student surveys identifying areas of concern or transcripts and other records identifying patterns of student need based on prior experiences). (3.A.1)

Complete the non-instructional program reviews of Audiovisual Services and the Reprographic Center in 2002-2003. (6.7)

Conduct annual student satisfaction surveys for Learning Resources. (6.7)

The new instrument for student evaluation of faculty will be tested for reliability and validity and the manner in which data are reported shall be further refined in 2002-2003. (7.B.2)

Recommend that the Board review Policy #147 (Ref. 10.1) to determine whether the policy should be made less specific or implemented more fully. (10.A)

Update Board Policy and procedures, and the decision-making guide (Ref. 10.2) to reflect changes in California law relative to the appointment to and participation on shared governance committees with respect to classified staff. (10.B.9)

Goal: FINANCIAL STABILITY
College of the Canyons will provide and develop financial resources to maintain and improve programs and services consistent with institutional commitments (mission, goals, and objectives).

Pursue consistent funding for equipment replacement and network expansion at a level to ensure compatibility and provide for voice, video, and data transmissions that continue to support the curriculum. (6.1)

The district will continue the practice established in the 2002/03 budget process to set aside funds to support the maintenance, upgrade, and replacement of equipment. (8.4)

Goal: TECHNOLOGICAL ADVANCEMENT
College of the Canyons will utilize state-of-the-art technologies to enhance progress.

Complete and implement the technology to allow students to check their degree and/or transfer standing online. (4.A.5)

Student Services will develop new technologies to meet increasing demand on counseling and advising services. (5.3)

The Counseling Department will develop the capability to provide online counseling services to students from off-campus locations, and, in particular, the Canyon Country ACCESS site. (5.6)

The district will implement a comprehensive records management system with individual desktop retrieval functionality. (5.9)

The district will document image 2.5 million historical records with a system that will include off-site scanning of all records, weekly backup of imaged records on the district's network, and off-site CD storage of records at another facility. (5.9)

The district will implement an online degree-audit system. (5.9)

Expand the use of the web registration program to include additional services to students such as application for admission, transcripts, and semester grades. (6.1)

Conduct staff training on the use of the Intranet and work with committees and departments to maintain and expand the information provided on the Intranet. (6.1)

Investigate the purchase of help-desk management software that would allow end users to track technical support requests. (6.2)

Expand the number of computers available for student use in the library. (6.2)

Explore the possibility of increasing library online catalog speed by leasing a dedicated line between the library and CalArts, which is where the server for the catalog resides. (6.2)

As funding allows, the college will meet the TCO baseline standard for refresh rates and currency of computers, accessible computers for adjunct faculty, and accessibility for persons with disabilities and maintain the current status of other TCO categories. (6.5)

Library personnel will work with CalArts staff to determine what integrated library system will best meet the needs of the college's students and staff. (6.6)

Goal: PHYSICAL RESOURCES
College of the Canyons will provide facilities that are clean, efficient, safe, aesthetically pleasing and necessary to support College programs and services.

The district will continue progress toward the campus build-out as outlined in the Educational and Facilities Master Plan. (8.1)

The Educational and Facilities Master Plan includes improvements in the area of pedestrian and vehicular flow and it is the district's intent to implement the plan over a 10-year period. The district will continue to work closely with the Facilities Task Force Committee to discuss and prioritize existing and future needs of the campus. (8.3)

The district will continue pursuing additional state funding for the continuation of its architectural barrier removal project as well as various scheduled maintenance and hazard mitigation projects. (8.3)

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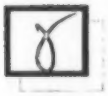

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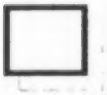

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